DOCUMENT RESUME

ED 147 534 08 CE 013 761

TITLE	A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.
INSTITUTION	Fayette County Public Schools, Lexington, Ky.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	502AH60002
PUB DATE	Aug 77
GRANT	G04-76-03002
NOTE	310p.
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Academic Achievement; Business; Career Education; *Career Exploration; Credit Courses; *Educational Alternatives; Employer Attitudes; Grade 11; Grade 12; Individualized Curriculum; Learning Experience; Parent Attitudes; *Program Attitudes; Program Descriptions; Program Effectiveness; Program Validation; *School Community Cooperation; Senior High Schools; Sex Stereotypes; Student Attitudes; Student Evaluation; Student Improvement; *Vocational Development; *Work Experience Programs
IDENTIFIERS	*Experience Based Career Education; Kentucky

ABSTRACT

An evaluation was conducted of the Fayette County, Kentucky, implementation of the Northwest Regional Educational Laboratory Experience Based Career Education (NWREL/EBCE) program model, which allowed for the provision of community educational experiences for eleventh and twelfth grade students. Individualized learning plans served as a basis for the EBCE program activities and academic requirements and work experience opportunities were integrated into a comprehensive curriculum which included experiences in basic skills, life skills, and career development. Information was gathered on student outcome and demography; parent, employer, and staff perceptions/opinions; and implementation process data. Conclusions based on analysis of process results were made in the areas of inservice, curriculum and instruction, development of individual learning plans, avoidance and elimination of race and sex bias and stereotyping, and student placement. In the area of evaluation, it was concluded that EBCE students' measured growth in basic skills and attitudes toward the learning environment, career knowledge, planning, and maturity were comparable to comparison students; EBCE students showed no gains in reducing their sex-role stereotyping. It was conjectured that the lack of student data to support the program's visible positive impact was the result of assessment instruments that may have been too insensitive to measure the actual program impact. (Appendixes, which comprise a major portion of the document, include project materials and the third-party final evaluation report.) (TA)

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ED147534

INTERIM REPORT

VOLUME I

Project Number: 502AH60002

Grant Number: G04-76-03002

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program

Exemplary Project in Vocation Education
Conducted Under
Part D of Public Law 90-576

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SUMMARY OF THE REPORT
September 28, 1976 to June 30, 1977

Goals and Objectives

Below is a list of the process objectives given for each area of project concern. A discussion of the accomplishments relative to these objectives is given in greater detail in the body of the report.

A. Inservice education will be provided for administrators, teachers, counselors, students, and community resource personnel regarding the nature of the program and each party's role of involvement.

B. On the basis of student assessment, bias-free materials and resources will identified and made available to implement student learning plans. Academic credit will be awarded for successful completion of community-based experiences.

C. Student individualized learning plans will be based on assessment findings, and will make provision for activities in basic academic skills, life skills, occupational exploration, career decision-making skills, and occupational skills.

D. Efforts will be made toward the avoidance and elimination of bias and stereotyping with regard to race, sex, and socio-economic status by identifying community resource sites that demonstrate non-discriminatory practices, and enrolling students that represent a balanced ratio within the respective schools.

E. Students will be placed in community resource sites that offer multiple experiences. Students will be expected to describe career goals and plans for their attainment.

F. An evaluation plan will be developed to yield information about the extent to which goals have been accomplished, the degree of effectiveness of project management procedures, and features of the program which need modification.

G. Safeguards will include insurance protection for all EBCE participants and the assurance that all sites and activities do not violate labor laws and regulations.

Procedures

The following are procedures used to implement the Experience Based Career Education program in Fayette County's four high schools.

Site Recruitment. With the aid of two Community Resource Specialists, three Program Assistants, and one program intern from the University of Kentucky College of Social Professions, a network of community sites was established. This includes nearly 200 different occupations ready for student use, as well as an additional 50-60 jobs that will be available shortly.

Student Recruitment/Selection. Student recruitment began with members of the EBCE staff meeting with all junior and senior English classes in each high school as well as other interested classes. Posters advertising the program were displayed in the schools, and a slide/tape presentation about the program was made available to students. As a further measure, information sessions were held for parents and prospective students. The procedure for selecting students for EBCE participation involved several stages. First, interested students completed an application, and, for those students under 18 years of age, written parental permission to participate in the program was obtained. Likewise, written permission was required of all students to permit staff to collect and utilize resulting evaluation data. All applications were then reviewed by the admissions committee consisting of the learning manager, a counselor, a classroom teacher, and a principal, and potential enrollees were interviewed. Actual selection was made through a sampling process using a table of random numbers. Sixty students were selected to begin the program in December and enrollment grew to eighty-eight students in March. During the course of two 12-week school terms, a total of 107 different students participated in EBCE. It is anticipated that 120 students will take part in the program beginning in late August.

Learning Plan Development. Individualized learning plans were largely based on the assessment findings of each student's basic skills, Life Skills, and career development. For the purpose of diagnosing students' basic skills, McGraw-Hill's Everyday Skills Test was administered and information regarding career interests was obtained through the Self-Directed Search by John Holland. Strategies from the Northwest Regional Educational Laboratory were used to implement all of the curriculum components. Strategy apparatus included twelve competencies, ten of which are developed, weekly student journals, and a minimum of two career explorations and two learning levels per school term. In addition, seminars, special placements, and skill-building levels were incorporated into students' learning plans.

Results and Accomplishemnts

The following is a summary of the major results and accomplishments of the project, relative to approved project objectives.

Inservice Education. Initially, EBCE staff, various secondary curriculum coordinators and selected Fayette County Public Schools administrative personnel received training from the Northwest Regional Educational Laboratory. Orientation sessions were held for the faculties of each high school, and special information meetings were conducted for counselors, students and parents, and other special interest groups, such as vocational teachers. Mid-year inservice activities were held for the project staff on the use of the Learning Site Analysis Form when problems began to develop due to temporary short-cuts. Inservice activity was also routinely provided for employers and other personnel at the community resource sites during recruitment and orientation. Eventually, instructional materials were developed to aid the community in its understanding of the program and its unique role. Most recently, plans were made for workshops in late August for the faculty in each high school to further their understanding of EBCE's academic credibility.

Curriculum and Instruction. Students enrolled in the EBCE program received academic credit for successful completion of community-based experiences. Procedures for awarding credit were guided by means of a credit conversion system and a credit worksheet which served as a permanent record showing the conversion of EBCE activities.

Learning materials from the Northwest Regional Educational Laboratory were revised and reproduced, and supplementary materials were developed by program learning managers. In addition, ten competencies were fully prepared. As part of the curriculum, students further explored career interests and current work issues through seminars. Attention was given to materials and resources collected and purchased with respect to race, sex, and socio-economic bias and stereotyping.

The diversity and unique character of the EBCE program, in contrast to the traditional high school structure, resulted in some understandable difficulty regarding accountability standards, and procedures for scheduling EBCE students and recording their grades. Guidelines for dealing with these concerns were established as discussed in the April, 1977, Quarterly Report, Appendix B, pages 22-26.

Development of Individual Learning Plans. Student individualized learning plans were based on the assessment of each student according to the findings of the Everyday Skills Test, the Self-Directed Search, and the Learning Style Self-Assessment. The learning activities of the student were further determined by site availability, Life Skill requirements, and high school credit needs. In addition to pre-designed Life Skills projects that were developed before the program started, the EBCE staff wrote more than eighty different projects that continue to serve as resources for future learning plans.

Elimination of Race and Sex Bias and Stereotyping. In compliance with this objective, students in the EBCE program represented a ratio which was similar to the distribution of students, with regard to race, sex, and ability, within their respective schools. Community instructors and resource personnel were identified according to their willingness to work with students regardless of their sex, race or socio-economic status. Special efforts were made to locate individuals in non-traditional roles of work and to encourage students to explore those career possibilities.

Developing staff and student awareness of biases and stereotyping was approached through several means. A university symposium on sexism was attended by interested students and staff; and the EBCE program sponsored two workshops for principals, counselors, teachers, and staff. The first one focused on developing staff awareness and provided guidelines for teachers in aiding student awareness. Strategies for sex-fair counseling and assertiveness training for students considering non-traditional careers were the topics for the second workshop.

Final emphasis regarding this issue was made through special projects for students and through continuing staff efforts to collect pertinent resource materials. Two seminars were held for the students and the topics covered were "Biases and Society's Role in their Development," and "Community Models of Non-Traditional Roles."

Student Placement. All EBCE student learning plans included placement of students in appropriate community resource sites. Nearly 200 businesses and agencies, including the University of Kentucky, Transylvania University, and Kentucky Business College, were recruited and actively participated in the program. To facilitate placement procedures, several systems were established. First, a routine for requesting new site recruitment was developed; and secondly, a procedure for keeping Learning Managers and students informed regarding sites and their availability was implemented. In addition, a mechanism to allow site reservation for student placement was designed. As a result of student experiences in the community, several students found summer employment, although this was not a specific goal of the program.

Program Evaluation. As stated in the program objective, an evaluation plan was developed to yield information about the following: the extent to which student outcome goals and process goals have been accomplished; the effectiveness of project management procedures; and features of the program which need modification. Formal collection of this information was made by the third-party evaluator, Appalachia Educational Laboratory, (AEL) and informally through materials developed by program staff. A discussion of the findings is located in the body of the report.

Program Safeguards. All EBCE participants had accident and liability protection while they were at a community site and were being transported between that site and the school.

Assurances were made that all site activities and the sites themselves met all provisions of the Fair Labor Standards Act, Occupational Safety and Health Act, and other child labor laws. Furthermore, it was determined that no community learning activities violated wage and hour regulations.

Evaluation

An independent third-party evaluation team from the Appalachia Educational Laboratory, (AEL)developed and implemented an evaluation and data analysis plan. Assessment instruments were administered to EBCE and comparison students on a pre-test/post-test basis. Students completed subtests of the Comprehensive Tests of Basic Skills (Reading Comprehension, Mathematics Concepts, and Mathematics Applications), a Socialization Profile (sex-role stereotyping), the Attitude Scale of the Career Maturity Inventory (career maturity), the Student Attitude Survey battery (Learning Environment, Work, Self, Others), and a Student Information Questionnaire (demographic data).

Parents, personnel, and EBCE staff were also asked to respond to an end-of-the-year questionnaire. Implementation process documentation involving observation and interaction with students and staff was completed throughout the implementation and operation of the program.

Conclusions and Recommendations

EBCE student accomplishments appeared to be slight. Measured growth in basic skills was equivalent to that experienced by comparison students in traditional high schools. EBCE students' attitudes toward the various aspects of the learning environment, career knowledge, career planning, and career maturity were comparable to comparison students. EBCE students showed no gains in reducing their sex-role stereotyping. However, according to the evaluators, EBCE students were displaying more maturity and accepting responsibility more readily.

Parents who responded expressed very positive attitudes toward all aspects of the program. Nearly 89% of the respondents thought that their sons or daughters liked the EBCE program much better than past school experiences; furthermore, over 94% indicated that they would allow their children to participate in EBCE if they had the choice to make again. However, over one-half of the parents failed to complete and return the questionnaire. What this indicated, one can only speculate. A revision in the methodology will be incorporated in subsequent surveys to increase the rate of respondence.

About one-half of the responding community participants believed that the greatest strengths of the EBCE program were in the areas of career planning and decision-making; the greatest weakness was that they received no feedback about a student after leaving the community site. Although the community instructors who responded expressed positive attitudes toward the EBCE program, the return rate on completed questionnaires was low. About half of them were returned. As with the parents, there can only be speculation. While the mechanics of survey research will be revised, it is the feeling of the evaluators that EBCE staff interactions with site personnel (including site recruitment, site analysis, site utilization, and site maintenance procedures) need to be investigated and possibly altered.

The EBCE staff rated most of the learning strategy apparatus used in the program as effective. They also contended that the program had been helpful in teaching students behaviors such as understanding themselves, taking responsibility for their actions and analyzing potential vocations. The staff also felt that the four major components contributing to the success of EBCE were a substantial site network, good staff communication, subordination of staff for sake of students, and a concern for conseling activities. They also felt, however, that variables such as personal characteristics of staff, orienting school faculties and students to EBCE, lack of materials in the learning centers, and operating from four high schools instead of one site were obstacles that had limited the success of EBCE. In addition, the staff also made several suggestions for program improvement for the next year. Some of these included improving lab facilities, providing more contact with on-site students, providing more counseling, and revising the Student Handbook to make it more complete.

In conclusion, it appears that the implementation process was progressing satisfactorily. Although the program did suffer an instructional setback when the school system closed for 23 days in January -- forced closing precipitated by severe snow, cold, and energy problems -- all major milestone events appeared to have been met and accomplished.

PROBLEM

The problems under consideration by this project center around the need for high school students to explore career and personal interests by means other than those that are available within the high school itself. An analysis of the senior high school instructional program revealed that a truly alternative approach to fulfilling graduation requirements was limited. While an extensive effort to fuse career cluster concepts into the senior high school curriculum had taken place over the last three years in an attempt to broaden student understanding of the many kinds of career alternatives, experiential career education was lacking.

Another concern was the need within the high schools to reduce the false dichotomy bewteen "work oriented" vocational education and "college-oriented" academic education. An experience-based career education program demonstrates that "academic" and vocational" education are not two different kinds of education but are elements of one system that should be preparing young people for meaningful life roles.

A great deal of effort was expended to determine the extent of school and community support and did much to validate the fact that students required additional opportunities to explore and test their personal interests in career choices. Without exception, employers, labor leaders, and community officials agreed that too many young people graduate from high school and college before obtaining learning experiences which permit interaction with a variety of adults in real life situations that relate to their career interests. All agreed with the idea that practical experiences, outside the classroom, could be most beneficial in helping students make realistic decisions in relation to their future careers.

Support for an experience based career education program can be drawn from many sources. At the national level, Kenneth B. Hoyt cites deficiencies in traditional education and suggests that the situation can be dramatically changed through career education. For example, 80 percent of the high school students are still preparing themselves for college while it is projected that only about 20 percent of the jobs will require a college education. Secondly, students' basic academic skills appear to be lowering as a result of a lack of student motivation for learning and teacher motivation for teaching. Third, many students leave high school with no marketable skills to be used in the labor market. And, finally, staggering school dropout rates indicate a national tragedy when there is a desperate need for skill training.[1]

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[1] Kenneth B. Hoyt, "Why Johnny and Joann Can't Work," Occupational Outlook Quarterly, Summer, 1977, p. 2.

By changing the relationships between education and work, and emphasizing career education, the following needs of students will be met: the need for specific vocational skills to enter the labor market; the need for adaptability skills, such as academic skills, good work habits, and decision making strategies, in order to survive rapid change in the occupational society; the need to regard education and work as permanently related--one depending upon the other; the need to observe and choose wisely from a wide variety of educational and occupational options; and the need to expose all students, including women and minority groups, to the full range of oppurtunities.[2]

Locally, the need for experience based career education was indicated in 1974-75 in a project cooperatively conducted by Fayette County Public Schools, Central Kentucky Vocational Region, and Eastern Kentucky University. The project identified the following problems areas in the Fayette County Public Schools that could be substantially reduced if career education was implemented:

> There was a clear lack of adequate course offerings at the upper level of the secondary schools (grades 10-14) which directed themselves toward career preparation. While the students of the school system had the opportunity to participate in the Area Vocational Extension Center and in some reimbursed vocational programs, the opportunities for participation were too few and the program options too narrow to have been considered comprehensive.
>
> Many of the general education courses (grades 1-12) tended to be too academic and focused on abstract concepts. These courses contributed to career education goals by focusing on the development of basic cognitive skills, but students were not helped to relate the basic skills to life, and specifically to occupational utility.
>
> Experiences within courses, which permitted students in grades 7-9 to explore or experience career possibilities, were not representative of the total ecomonic system. The experiences that were available did not adequately represent the full breadth of possibilities in the occupational area.
>
> Though the schools had been sensitive to the problems of mentally and physically handicapped as well as the

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[2] Ibid.

socially, economically, and educationally disadvantaged; .... efforts fell short of providing viable programs which led large numbers of those students toward social and economic independence.

No systematic approach had been developed for attacking the problem of dropout reduction. Many of the Fayette County staff were cognizant of the problem and programs which could reduce the problem were attempted. But, because the relatively high incidence of dropout continued to occur, it remained a significant problem to which the school system had to address itself.

Closely related to the dropout problem was the "stop-out" problem. Too often students, decided to leave school, for any number of reasons, and found that the schools or the programatic delivery systems prevented them from re-entering the system if they saw the need for further education....

The guidance and counseling and instructional programs had traditionally not been oriented toward the concept of 100 percent placement. Major placement efforts had usually been directed at college-placement with little concern for job, or less than baccalaureate degree types of educational program placement, or follow-up of on-the-job progress.

Guidance personnel seemed to lack knowledge of placement opportunities other than those existing in higher education. Their lack of knowledge and experience with both work and educational opportunities, other than higher education, inhibited their ability to assist students with the implementation of varied vocational goals.

Much of the assessment efforts had been directed toward the concern for academic progress and prediction as it related to college placement. Physiologial, social, student interest, and other data which were basic for effective career decision making were not systematically collected and utilized in counseling with students and parents.

Guidance personnel generally viewed themselves as functioning apart from the instructional staff. As a result of this there was usually less than adequate communication among guidance personnel and instructional staff, and little coordinated individual or group career guidance efforts (among teachers, parents, students, etc.).

No mechanism existed within the system that focused on job placement, or the coordination of job placement with outside placement organizations and resources. A lack of current manpower data regarding local, regional, and national occupational trends and opportunities further compounded the problem.

Like most school systems, the teachers, guidance counselors, and administrators were products of a traditional system of professional preparation. Their backgrounds were strongly influenced by the philosophy of the professions and traditional higher education programs. Those who possessed a broad knowledge, understanding and respect for other careers were too few in number.

While the schools had made attempts to keep the community informed about the activities of the school, there were only a few instances where the community had been actively involved with school related activities. Without the active participation of groups from all segments of society, it was doubtful that a career education effort will be completely successful.

Evaluation had been an important concern for teachers, administrators, and counselors, but it had tended to focus on a comparison of academic achievement of their students with local and national norms. Internal evaluation, with regard to other accountable criteria, had been attempted in only limited areas....

While some attempts were evident, coordination between other community and state agencies in a total educational effort had not been exploited to the fullest extent....

The school system was highly dependent upon state operated upper level and post-secondary vocational and technical schools. In the past, cooperation had been exteemely positive between the two agencies, but it was apparent that future demands would create a need for an expanded cooperative effort in providing career preparation opportunities for high school age youth.

The attitude of many parents inhibited the effective progress of a career education program. Preoccupation with college education as the only viable alternative for their children, general apathy for the value of education, and employment attitudes which were observed by the students at home were among the elements which contribute to the problem.... [3]

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[3] John D. Jenkins, "A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University and Central Kentucky Vocational Region," Eastern Kentucky University, pp. 8-11.

As evidenced by the literature, an experience based career education program would have the definite potential for accomplishing the following:

a. reducing the level of youth unemployment
b. creating more viable working relationships between public education and manpower agencies
c. broadening occupational aspirations and opportunities for young people
d. providing appropriate educational service for young people who have academic, socio-economic or other handicaps

GOALS AND OBJECTIVES

Activities undertaken by project personnel to help students accomplish student outcome goals are considered to be process goals. The following is a list of process goals for which third-party evaluation data has been collected.

A. Inservice Education for Administrators, Teachers, and Counselors

1. As a result of inservice activities, project staff will be:

    a. fully knowledgeable with student learning materials
    b. able to organize student activities (i.e.: make student assessments, develop student learning plans, make student placements, etc.).
    c. able to conduct inservice activities for other school staff, Central Office personnel, and community groups.

2. School staff, Central Office personnel, students, and appropriate community groups will have enough understanding of the goals and procedures of the project to provide necessary support to the project staff.

3. Employers and other personnel at the community resource sites will receive orientation and training about the nature of the program and the nature of their expected contribution to students'learning experiences.

B. Curriculum and Instruction

1. On the basis of student assessment, appropriate curriculum and instructional materials will be identified to implement the student learning plan.

2. Students will have access to instructional materials and resources within the learning centers, libraries, courses and community centers.

3. All materials and resources used with EBCE students will be screened with respect to race, sex, and socio-economic bias and stereotyping.

4. Students enrolled in the EBCE program will receive academic credit for successful completion of community-based experiences.

5. Transportation will be provided for students between school-based and community-based learning sites.

6. A comprehensive file will be maintained for each EBCE student which will include the EBCE application, student questionnaire, clearance forms, and other pertinent information relating to student participation in the EBCE program.

C. Development of Individual Learning Plans

1. Each student will develop a learning plan in conjunction with the EBCE staff.

2. Procedures and materials will be organized for the purpose of determining student development in areas such as basic academic skills, career decision-making, Life Skills, and occupational aptitudes.

3. Student individualized learning plans will be largely based on the student assessment findings and will make provision for student activity in basic academic skills, Life Skills, occupational exploration, career decision-making skills, and occupational skills.

D. Elimination and avoidance of race, sex, and socio-economic bias and stereotyping.

1. Criteria for the identification of community learning centers will include a willingness to work with students regardless of their sex, race, or socio-economic status.

2. The students enrolled in EBCE programs will represent a ratio which is similar to the distribution of students, with respect to race, sex, and socio-economic groups, within the respective schools.

3. Special efforts will be directed at identifying community learning centers where non-discriminatory practices are followed with respect to sex, race, and socio-economic background.

4. In-school personnel, community personnel, and parents will become aware of biases and stereotyping through the use of such techniques as seminars, printed literature, and utilization of new media.

E. Student Placement and Follow-up.

1. All EBCE student learning plans will include placement of students in appropriate community resource sites.

2. Provision will be included in the placement procedures for students to gain multiple community resource experiences when it will contribute to more effective accomplishment of the learning plan.

3. All EBCE students will describe career goals, plan for their attainment, and implement their plans by obtaining full-time employment and/or enrolling in post-secondary education which will lead toward the accomplishment of their career goals.

4. Student follow-up procedures will be implemented to obtain among other information, the extent to which students pursue, are satisfied with, and are successful with their stated career goals.

F. Program Evaluation

1. An evaluation plan will be developed to yield information about:

   a. the extent to which student outcome goals and process goals have been accomplished

   b. the effectiveness of project management procedures

   c. features of the program which will need modification

2. The evaluation plan will be developed to provide for continuing program evaluation beyond project funding.

3. The evaluation plan will include provision for longitudinal evaluation (follow-up) of EBCE participants.

4. The evaluation plan will include mechanisims which will permit the collection of information such as sex, race, age, and socio-economic status so that the finding will be applicable to various populations.

G. Student Safeguards

1. All EBCE participants will have insurance protection while they are at the work site and while they are being transported between the school-based learning site and community resource sites.

2. Community resource site will be approved only when there is assurance that the site and activities meet all provisions of the Fair Labor Standards Act, Occupational Safety and Health Act. and other child labor laws.

3. Project staff will work closely with the Department of Labor to assure that community learning activities do not violate wage and hour regulations.

PROJECT DESCRIPTION AND DESIGN

General Description

The primary purpose of the project was to establish for 11th and 12th grade students an experience based career education program that would allow them to earn required and elective course credits by performing different types of educational activities in the community. A variety of community employers, agencies and businesses have served as active partners in assisting students with these community educational experiences.

Participating students with teacher directions have carefully developed individualized learning plans as a basis for all EBCE program activities. These learning plans integrated three curriculum areas into nearly all student activities -- basic academic skills, life skills such as decision-making processes, and career development, such as identifying career interests and employability skills.

The program was developed in all four high schools in the school system and began with an enrollment of sixty students in December, increased to eighty-eight in March, and is expected to be over one hundred students in September, 1977.

Procedures

In describing the procedures used to implement the curriculum and instructional plan, the sequence of major events will be reviewed including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used.

Student Recruitment and Selection - Methods for student recruitment and selection have been discussed in the summary of this report, on page 2. A detailed account of these actions is located on page 4 of the January, 1977 Quarterly Report. A chart showing the breakdown in terms of race, sex, and ability of student enrollment for the two quarters of EBCE operation can be found in Appendix D, page 44.

Student Assessment- To serve as baseline data for all learning plan negotiations with students, diagnostic information on each incoming student was gathered on a student profile. Preassessment was conducted in the areas of basic skills, career development, and student self-analysis. Discussion of the instruments used can be found on page 2 of the summary of this report, specifically under Learning Plan Development. Continuous assessment was made as students worked with adults in planning and implementing their individualized learning plans. The method of post-assessment was dependent upon the activity and was agreed upon by the learning manager and the student at the time that student projects or other activities were planned.

Learning Plan Strategies - The learning plan of each student was based on negotiations between individual students and the Learning Manager, the staff person based at the learning center within each high school. Strategies that were used to implement the plan are the following:

Competencies - Students were required to complete four competencies each twelve week period. These competencies included tasks designed to emphasize skills considered by the local community to be necessary for adults to function effectively in the community. Students demonstrated their competency in the various skills to the satisfaction of volunteer community members who acted as certifiers in their specific areas. The competencies were not negotiable by the student, since they were, by definition, basic and necessary transactions that all young people must master.

Student Journals - Each student was required to keep a journal in which he/she and the Learning Manager examined the impact of learning activities. Students completed two pages a week and the Learning Managers responded regularly in writing to the entries. Conferences were set up to discuss journals and all entries were kept confidential between the student and the Learning Manager.

The journal encouraged students to build trust relationships with adults and improve self-awareness and career-life options. In addition, the journal enabled the Learning Manager to respond individually to each student, and keep in touch with changes which may have affected the program performance or personal development.

Career Explorations - Career Explorations were three to five-day student encounters with the people and job tasks related to occupations that interested them. During the 15 -hour exploration, students utilized Exploration Guides which help them practice investigation and assessment techniques that they could use in career planning throughout their lives. The exploration activity assisted students in preparing for more extensive activities at a site; or in some instances, caused a student to explore other sites in careers that he/she might never have considered before.

Learning Levels - From career exploration sites, students chose which sites they wanted to return to for longer and more in-depth learning experiences. These learning levels, usually consisting of three to six weeks, enabled students to develop general employability skills and used a negotiated project as the basis for their activities. As in career explorations, all students were encouraged to do an investigation of sex-bias and sex-role stereotyping as part of at least one learning level.

Skill Building - Skill Building offered students the opportunity to gain practive in specific job skills. While skill levels achieved the same purposes as the learning levels, the primary difference was that skill levels allowed students to receive specific job skill training as preparation for entry-level employment in a given occupation during a three to six week period.

Projects - Projects were individualized, problem-centered guides that served as the vehicle for blending the objectives from the three curriculum areas, Basic Skills, Life Skills, and Career Development. Each activity in the project resulted in a product for which evaluation criteria was written into the original project form. Student progress in activity was judged in terms of the projected products or outcomes. Thus, the project, which organized the bulk of the student's program experiences, incorporated an on-going kind of self-assessment supported by staff feedback and testing instruments that were always being updated on the basis of previous performance.

Employer Seminars - Employer Seminars were meetings held in the Learning Centers with employers and other community people to encourage dialogue on issues and trends regarding employment in general. Topics discussed included obtaining a job, career opportunities, and job discrimination. Students were required to attend the seminars which frequently involved men and women, blacks and whites, thus further sensitizing them to the problem of sex-role stereotyping and sex/racial bias.

Learning Resources - To aid students in the individual learning plans, supplementary materials and resources were collected by all participants in the program including Learning Managers, Community Resource Specialists, community instructors, competency certifiers, and fellow students. A listing of purchased materials can be found in Appendix B, pages 26-40.

RESULTS AND ACCOMPLISHMENTS

A discussion of the results and accomplishments of the program during the last nine months will be keyed to approved project objectives.

A. Inservice Education

In October, the EBCE staff and various secondary curriculum coordinators and other Central Office personnel were trained by Mr. Harry Fehrenbacher of the Northwest Regional Educational Laboratory. Orientation sessions were conducted for the faculties of each of the four high schools, and were designed to present a general explanation of the program and what teachers could expect from the school's involvement. Additional information sessions were held with special interest groups such as vocational teachers and ROTC to explain the program's purpose and allay any fears that EBCE would be interfering with their programs. As a further measure, EBCE staff, counselors, and a principal from each school met to discuss the program and review counselor responsibilities as they related to program operation. Also, meetings were held in each school with interested parents and students.

In late March, inservice activities on the use of the Learning Site Analysis Form (LSAF) were conducted during a three hour workshop for project staff. The impetus for this workshop was twofold. Temporary short-cuts for gaining site information and writing students' projects had been employed in order to quickly recruit community sites and place students. The writing of LSAFs had been secondary. However, it became apparent that thoroughly completed LSAFs were needed, as Learning Managers must have site information resources available in order to write future projects. A second motive involved additional staff that had been hired in early March. Three new program assistants were employed to aid in developing the site network and in the writing of LSAFs. Therefore, it seemed necessary to review the use and purpose of the LSAF.

Inservice activity was routinely provided for employers and other personnel at the community resource sites during recruitment and orientation. These persons were exposed to the nature of their expected contribution to students' learning experiences. Materials for these sessions included items previously mentioned in the January, 1977 Quarterly Report, page 5, and in the April, 1977 Report, page 2. Most recently, the Community Resource Specialists developed additional instructional material designed to aid the community in its understanding of the program and its unique role. (See Appendix A, pages 1-7).

As the EBCE program is actually housed within the high schools, it is vital that in-school faculty have sufficient understanding of the goals and procedures of the project to provide necessary support to the project staff. To further this goal, the EBCE staff has planned to conduct inservice activities in late August, just prior to the opening of school. With the exception of one high school, which will receive instruction in October, the staff will involve the entire faculty for their respective schools. The workshop's major theme will be the integration of EBCE and the general academic curriculum. Information regarding the overall program will first be given through use of the EBCE slide presentation which was developed by several staff members in the spring. Secondly, the academic credibility of EBCE will be demonstrated by examining projects, exploration guides, and competencies. And, finally, EBCE staff will be calling for the selection of an EBCE faculty advisory committee, the purpose of which will be to establish opportunities for dialogue, thereby enabling academic departments to become involved in the program. Memorandum regarding these plans can be seen in Appendix A, page 8.

B. Curriculum and Instruction

As stated in the Program Guide, students receive academic credit for successful completion of community-based experiences. A credit conversion system, reviewed in the January, 1977 Quarterly Report, was developed to facilitate the awarding of credit. However, as it bacame apparent that a permanent, more structured procedure was needed to determine the appropriate academic area and quantity of points received for the student's activities, a credit worksheet was developed, as discussed in the April, 1977 Quarterly Report.

In compliance with program objectives, materials were developed for implementing the student learning plans. Materials from the Northwest Regional Educational Laboratory were revised and reproduced in the fall, 1976, and were further revised in June, 1977, with plans made for off-set printing during the summer. Numerous supplementary materials were written by the staff to aid students in the Learning Center and in the community. Most recently, an individualized reading/vocabulary program was established and each student was encouraged to negotiate such a program for which English credit could be awarded. (See Appendix B, pages 9-10.) To aid students in appropriate social behavior while interacting with community persons, several checklists were developed, specifically, in the areas of setting up appointments, conducting interviews, and debriefing explorations. Copies of these items are located in Appendix B, pages 11-14.

In keeping with the replication of the Northwest EBCE program, required student activities labelled "competencies" were part of the curriculum. The Fayette County program found it appropriate to create some different competencies and revise some of those offered by the Northwest program. By June, 1977, ten competencies were fully prepared. The following is a list of these items and, if necessary, what they replaced in the Northwest program:

1. Informed Consumer (includes information on credit and insurance)
2. Career/Employment (replaces "Applying for Employment")
3. Local Government (includes "Participating in the Electoral Process")
4. Big Step Away From Home (includes budgeting time/money)
5. Being a Responsible Family Member
6. Maintaining Good Physical Health and Effective Use of Leisure Time
7. Maintaining a Checking Account
8. Explain Personal Legal Rights
9. Rendering First Aid
10. Maintaining an Automobile

The competencies were compiled into a library and information regarding this, as well as copies of the newly developed Informed Consumer and Career/Employment Competencies, and the revised Local Government Competency, can be found in Appendix B, pages 15-22. It is the intent of the staff to write two additional competencies next term -- Making Use of Public Agencies and Filing Income Taxes.

During the year, opportunities for career awareness and knowledge were furthered through the use of seminars. Seminar topics included specific careers, such as social professions, and employment issues, such as preparing for and obtaining employment. (Information regarding these can be found in the April, 1977 Quarterly Report, page 2.) Most recently, students attended career seminars on the media, aviation, and advertising and public relations. (see Appendix B, pages 23-25).

Though much of the student's activities took place in the community, there was a need for instructional materials and resources within the Learning Centers. Learning Managers visited material fairs and displays, studied catalogues, and previewed materials before making purchases for their respective schools. Items were screened for race, sex, and socio-economic bias and stereotyping. A wide range of materials were selected and a listing of these items, the publisher, and price can be found in Appendix B, pages 26-40.

C. Development of Individual Learning Plans

Procedures and materials were organized for the purpose of determining student development in areas such as basic academic skills, career decision-making, life skills, and occupational aptitudes. (See Appendix C, page 41 for a sample Test Information sheet). For assessment purposes McGraw-Hill's Everyday Skills Test, Holland's Self-Directed Search, and the Northwest Lab's Learning Style Self-Assessment were used as discussed in the January and April, 1977 Quarterly Reports. On the basis of resultant test findings, site availability, Life Skill requirements, and high school credit needs, students and Learning Managers negotiated various activities that became the learning plan or project to be completed in the community. In addition to pre-designed Life Skills projects that were written before the program began, the EBCE staff developed more than eighty projects. A list can be seen in Appendix C, pages 42-43.

D. Elimination of Race and Sex Bias and Stereotyping

In order to comply with this objective, students who enrolled in the EBCE program represented a ratio which was similar to the distribution of students, in regards to race, sex, and ability, within respective schools. Pages 48-49 of the January, 1977 Quarterly Report gave an illustration of how the breakdown was determined. Appendix D, page 44, shows a chart of the EBCE student enrollment for 1976-77. Special efforts were made to identify community instructors and resource personnel who were willing to work with students regardless of their sex, race, or socio-economic status. In addition, the recruiting staff attempted to locate individuals in non-traditional roles of work and all the staff encouraged students to explore those career possibilities.

Developing staff and in-school personnel awareness of biases and stereotyping was considered an important aspect of this objective. Information regarding a symposium on sexism, held by Transylvania University in mid-February, was made available to staff. Furthermore, information regarding scholarships and financial aid for women's education was available through the Project on Sex Equality in Guidance Opportunities, and was distributed to staff and all high school guidance counselors. (See April, 1977, Quarterly Report, Appendix D, pages 49-51.)

Additional development in this area was made through two workshops sponsored by the EBCE program for principals, counselors, teachers, and staff. The first one focused on developing teacher awareness of sex-bias and providing guidelines for aiding student awareness. Resource persons for these areas included consultants from Women, Incorporated, which offered services in the areas of affirmative action and women's concerns, a teacher from the school system who had developed courses on male/female roles for high school students, and the coordinator for the Affirmative Action Program, University of Kentucky. (See Appendix D, pages 45-47 for information memorandum and sample agenda.) The second workshop presented strategies for sex-fair counseling and assertiveness training for students considering non-traditional careers. The Assistant Director and two doctoral students from the University of Kentucky Counseling Center provided leadership for the first topic and the coordinator for the Center of Rational Behavior Therapy and Training, U.K. Medical Center conducted the second session. (See Appendix D, pages 48-49 for information memorandum and sample agenda.) Twenty-five to thirty persons attended both workshops.

Emphasis was also made on this objective for EBCE students through seminars. In preparation for the two sessions, "Biases and Society's Role in their Development," and "Community Models of Non-Traditional Roles," students were required to complete various activities and were encouraged to complete a special project on sex-role stereotyping. (Appendix D, pages 50-55.) The first session, held in mid May, offered students the opportunity for discussion and role-playing, and the second session brought together persons from the community that ranged in occupations/roles as varied as equipment sales to a husband and wife counseling team. A listing of these individuals and a sample outline for discussion can be found in Appendix D, pages 56-57. The seminars appeared to be well-received by students and participants and it is the program's intent to continue these kinds of activities in the fall. (See Appendix D, page 58 for a thank-you letter from the Clerk to the State Supreme Court.)

E. Student Placement

All EBCE student learning plans included placement of students in appropriate community resource sites. Nearly 100 businesses and agencies, including the University of Kentucky, Transylvania University, and Kentucky Business College, were recruited and actively participated in the program. A listing of these businesses and agencies can be seen in Appendix E, pages 59-63 and is divided into three sections: sites for which LSAFs have been written and CIs identified, sites where CIs have been identified but LSAFs are not yet complete, and sites that are in the initial contact stage.

Fayette County's program was implemented into four senior high schools with one Learning Manager at each school and two Community Resource Specialists, each serving two schools. This was unlike the Northwest model which operated in one facility. Being spread throughout the county greatly hampered coordination of student placement which was to be handled by the Community Resource Specialists, in addition to site recruitment and related duties. To meet this need for coordination of student placements at various sites, several systems were established. First, a routine for requesting new sites to be recruited was developed and, secondly, a procedure for keeping Learning Managers and students informed regarding sites and their availability was established. In addition, operations for reserving sites for student placement were achieved. Specific information on the development of these procedures can be found in the April, 1977, Quarterly Report, page 5. It was expected that some difficulties would be encountered in the initial stages of implementing these systems. Steps taken to improve these procedures can be reviewed in memoranda Appendix E, pages 64-70.

F. Program Evaluation

As stated in the program objective, an evaluation plan was developed to yield information about the following: the extent to which student outcome goals and process goals were accomplished, the effectiveness of project management procedures, and features of the program which needed modification. Formal collection of this information was made by the third-party evaluator, Appalachia Educational Laboratory, who visited the project in early March and again in Mid April. Correspondence regarding findings and perceptions can be found in the April, 1977 Quarterly Report, pages 92-94, and in Appendix F, pages 71-73.

In early May, 1977, the Regional U. S. O. E. Program Officer, the third-party evaluator, and the Coordinator for Exemplary Programs from the State Department of Education visited the project to review progress and make recommendations. Subsequent findings, correspondence and plans of action are located in Appendix F, pages 74-87.

The final evaluation report is located in Section H of this document. In general summation of approximately five months of operation, it appeared that the program produced positive results concerning students' academic skills, and parental and employer attitudes. In addition, EBCE students' attitudes toward the various aspects of learning, career knowledge and planning, and career maturity were comparable to comparison students. No gains were shown in reducing EBCE students' sex-role stereotyping. However, according to the evaluators, EBCE students were displaying more maturity and accepting responsibility more readily.

Students'impressions and attitudes about EBCE were also collected through a staff-developed survey at the end of each twelve week period. (See the April, 1977 Quarterly Report, Appendix F, pages 55-57 for a copy of the form.) A cursory glance at some of the completed forms suggested that students felt improvement was needed in two major areas. Students desired more opportunities for communication with staff and with other students who were exploring the same fields. In addition, they contended that high school counselors and some community personnel needed more information regarding the program's nature and purpose. At the same time, students indicated that they enjoyed the freedom from traditional structure and welcomed the opportunity to investigate numerous careers. Many students commented that they had gained self-confidence in dealing with strangers, and, as expressed by one student, "I feel so confident it's hard to keep my feet on the ground!"

An additional source of informal evaluation should be mentioned. Through observations, conversations with students, and journal entries, Learning Managers were able to document student growth. Appendix F, pages 88-89lists sample journal entries, community instructor letters, and staff notes.

G. Student Safeguards

All EBCE participants had accident and liability insurance protection while they were at a community site and were being transported between that site and the school. Updated information regarding accident coverage was sent to parents and a copy of the letter can be seen in Appendix G, page 90.

Assurances were made that all site activities and the sites themselves met all provisions of the Fair Labor Standards Act, Occupational Safety and Health Act, and other child labor laws. Furthermore, it was determined that no community learning activities violated wage and hour regulations.

EVALUATION OF THE PROJECT

The evaluation, as prepared by an independent third-party evaluating team from Appalachia Educational Laboratory, can be found in Appendix H.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A substantial portion of the 1976-77 project year was devoted to organizational and logistical activities with student involvement beginning later in the year. As a result, greater emphasis was placed on examining process goals than student outcomes. However, one major process goal was to develop and implement a plan for measuring student outcomes. Although this was the procedure for this year, it is expected the emphasis on student outcome goals will become a primary program objective during the 1977-78 and 1978-79 project years.

Therefore, conclusions, implications, and recommendations which follow are based on an analysis of process results. These results provided base line data on students and provided feedback about possible modifications in evaluation procedures for the 1977-78 project year.

Conclusions

Inservice. Over seventy percent of the employers who responded to the Employer Questionnaire stated that they felt they had had enough information to direct students' activities; however, the suggestion was made that communications be improved between EBCE staff and employers.

Regarding in-school personnel, the EBCE staff survey showed they felt the program had had the following effects (according to frequency of response) on the traditional high school program:

1. A positive impression had been made on teachers, in regard to the curriculum, as they are beginning to question tradition (2);

2. A negative effect has been created by removing the high school teachers from the regular staff (1);

3. Little to no impact has evolved as of yet (1).

Curriculum and Instruction. Using the Student Attitude Survey, EBCE students made positive gains in attitude toward education in general, school curriculum, school resources, school counseling, and overall learning environment. Though the gains were not determined to be significant, an upward trend was apparent.

Development of Individual Learning Plans. Results from the California Test of Basic Skills indicated that though there were no significant differences, EBCE students did as well in basic academic skills as comparison students enrolled in a traditional high school. No significant gains were made by EBCE students in career knowledge, career planning, and career maturity according to the Career Maturity Inventory; however, over half of the employers responding to their survey believed that the greatest strengths of the EBCE program were in the areas of career planning and decision-making.

On the EBCE staff survey, respondents rated the program as being very helpful to adequate in teaching students:

1. To develop their creativity;
2. To learn how their interests and abilities fit into potential careers;
3. How to find and keep a job;
4. To analyze potential jobs;
5. The basic skills necessary for the careers that interest them;
6. To improve oral and written communication skills;
7. Confidence in their ability to apply basic skills to complete tasks and solve problems around them;
8. To use information obtained through direct experiences in making decisions;
9. To be more open to ideas and values different from their own; and
10. To feel prepared to accept adult responsibility.

Staff members demonstrated a greater degree of variance in rating the effects of the program's attempt to teach students:

1. To understand the role of science in our society today;
2. To solve problems logically;
3. To understand the democratic process;
4. How society's values, the government and the economy affect the world of work; and
5. To improve their reading and math skills.

Avoidance and Elimination of Race, and Sex Bias and Stereotyping. According to results of the Socialization Profile, EBCE students exhibited slightly more male stereotyping and slightly less female stereotyping. However, the combined scores indicated that EBCE students were stereotyping slightly more.

Student Placement. Over 88% of the respondents in the Parent Opinion Survey thought that their sons or daughters liked the EBCE program much better than past school experiences; and 94.1% indicated that they would allow their children to participate in EBCE if they had this choice to make again. However, six parents felt that a program weakness was the lack of placements and too much of a time lapse between activities.

Almost all employers who returned the Employer Questionnaire reported favorable reactions toward EBCE students from employees and top-level management. Over 48% of the respondents believed that the EBCE students' presence at their experience site had no effect on the quality of the employee's work; 37% felt the EBCE students' presence had some to much impact and over half of the 37% felt it was a good impact. However, almost half of the employers felt that a program weakness was the lack of feedback from the EBCE staff in regard to the students' progress after leaving the site.

Evaluation. Although the measured outcomes of program impact on students were generally not statistically significant, the impact was apparent to the evaluators. In the opinion of the evaluators, the program was operated and managed in a very efficient and effective manner. They also felt that students were being impacted in a very positive way. It was conjectured that the lack of student data to support the program's impact was the result of assessment instruments that may have been too insensitive to measure the actual impact of the program.

In the final analysis, it was determined by the evaluators that the EBCE program in Fayette County, Kentucky had successfully provided students with an alternative educational opportunity which was relevant to their needs, interests, and abilities.

Implications

Inservice.

1. Though employers generally felt they were getting enough information to direct students' activities, more communication is needed between staff and community personnel.
2. In-school personnel continues to require more information regarding the EBCE program.

Curriculum and Instruction

1. Through the use of additional materials, resources, community experiences, and improved Learning Center facilities, it is anticipated that the upward trend in attitude toward learning will continue.

Development of the Learning Plan

1. There should be continued emphasis on basic academic skills with particular attention given to areas of science, social studies, reading and math.
2. Stronger emphasis is needed on using career information materials and career planning techniques.
3. Greater input is needed from counseling staff in regards to career opportunities and preparation.
4. The selection of another instrument for measuring career knowledge, career planning and career maturity should be considered.

Sex-bias/Stereotyping

1. Additional effort is required to develop awareness regarding these issues.

2. The selection of another instrument to measure this attitude should be considered.

Student Placement

1. Additional community placements need developing.

2. Opportunities for feedback regarding a students' continued participation in the program need to be available for interested community personnel.

Evaluation

Some assessment instruments may have been too insensitive to measure the actual impact of the program.

Recommendations

Inservice

1. Student progress at a site will be monitored by the staff person who is most familiar with the student's learning activities.

2. Contacts with community personnel will be frequent.

3. Learning Site Analysis Forms (LSAFs) will be written during the briefing of a community instructor, and learning activities will be verified before a student arrives at a site.

4. The formation of a faculty advisory community in each high school can aid in certifying learning activities in academic areas other than in communications, and can incorporate EBCE resources into their own traditional classrooms.

Curriculum and Instruction

The improvement of Learning Center facilities, materials, and resources and the development of community opportunities should continue.

Development of the Learning Plan

1. Learning activities will continue to emphasize basic skills with special attention given to reading, math, science, and social studies.

2. Learning activities will also incorporate greater use of career information materials and planning techniques.

3. Members from the counseling staff in each high school will be a part of each faculty advisory committee and will be available to students in the Learning Centers as needed.

4. A different instrument for measuring career knowledge, career planning, and career maturity will be used.

Sex-Bias/Stereotyping

1. Greater emphasis will be placed on developing student awareness in this area.

2. Another instrument of measuring attitude change will be selected.

Student Placement

1. Community placement opportunities will continue to be developed.

2. Community personnel will be encouraged to inquire about students' activities and plans after leaving a site.

3. A newsletter highlighting students and their various activities will be developed and sent to parents and community participants.

Evaluation

Other assessment instruments will be selected for sex-role stereotyping and for career knowledge, career planning, and career maturity.

Community EBCE Advisory Committee

An advisory committee made up primarily of community representatives will be formed for the purpose of providing feedback to the EBCE staff.

Counseling Services

Additional emphasis will be placed upon providing needed counseling services for EBCE students. This includes:

1. assessment of needed counseling services

2. systematic interaction between EBCE program and counseling staff

Frances L. Ruhlin

Project Manager

8/26/77

Date

APPENDIX A

INSERVICE

EXPERIENCE BASED CAREER EDUCATION
Fayette County Public Schools

The following is a description/explanation of the community instructor's role in the EXPLORATION LEVEL and the LEARNING LEVEL of the Experience Based Career Education program. First, however, some basic understanding of the program would be helpful:

- -Only 11th and 12th grade students are enrolled in the program
- -Students do not get paid for their efforts but they do earn regular high school credit towards graduation
- -Students are required to explore two different career areas during a 12-week grading period
- -Students in the program represent a cross-section of their school populations in terms of ability, race, and sex. Approximately half of the students are college bound
- -Students must be enrolled in the program at least 3 consecutive hours of the school day
- -Community participants or community instructors are insulated from liability by a comprehensive insurance policy that is of no cost to them
- -The Experience Based Career Education staff is available to answer questions and consult with community participants or community instructors at all times

DESCRIPTION/EXPLANATION OF THE COMMUNITY INSTRUCTOR'S ROLE IN THE CAREER EXPLORATION

I. Career Exploration Defined

The Career Exploration is one of the main activities in the Experience Based Career Education curriculum. It involves, just as the term implies, an exploring or discovering of a career by the student at the job site. Through discussions/interviews with the community instructors, observations of the work itself, and, if possible, some "hands on" experiences related to the career, the student reaches a realistic understanding of the career.

II. Scheduling Career Explorations for Students

Students determine the career exploration they would like to pursue with guidance from a member of the EBCE staff. Student placement at a job site is always individualized and always with the approval of the community instructor. Explorations can usually be completed in about 15 on-the-job hours during one week. Students and community instructors agree upon and sign a contract which specifies the student's schedule; they also reach an understanding about dress requirements, how to notify each other in the event of an absence, general attitude expected, and other pertinent issues. (It is suggested that a preliminary interview between the community instructor and the student be arranged to take care of these matters.)

III. Career Exploration - Student Activities

Possible activities which students can observe or participate in should be determined by a member of the EBCE staff and the community instructor before student placement begins. Of course, students will not be able to participate in activities that require special training or skills. When possible, however, "hands on" experiences are very desirable for the student's learning experience and may even be helpful in some respects to the community instructor.

Students are required to complete the "Career Exploration Guide" as part of their activities. This "Guide" is designed to help the student- 1) be a more careful observer of such things as working conditions, 2) find out about both the rewarding and not so rewarding aspects of the job, and 3) learn about training or experience required to enter the field. The community instructor is requested to look over the guide after it is completed and, as a final step in the exploration, make evaluative comments in and sign the "Guide".

IV. The Role of the Community Instructor in the Career Exploration

The role of the community instructor is defined to a considerable extent by the "Exploration Guide for the Community Instructor" (see attached). The relationship between the Community Instructor and the student should resemble, as much as possible, an employer-employee relationship.

EXPERIENCE BASED CAREER EDUCATION

"EXPLORATION GUIDE FOR COMMUNITY INSTRUCTORS"

Thank you for accepting an EBCE student for an exploration. In order for this experience to be successful, the following steps are important. Please initial each as the exploration progresses. This is for your information only, and does not need to be returned.

_______________ WELCOME student and reach agreement on schedule for full exploration experience.

____ establish attendance contract with student
____ record hours and days on contract form
____ be sure both you and student sign the form
____ retain pink copy and postcard

_______________ ORIENT student to your site.

____ give student a tour
____ introduce student to people, places, and things
____ cover the mission of your company - its products and services, its policies and standards

_______________ INFORM student of career opportunities.

____ help student with Exploration Packet (picture taking, interview)
____ discuss how you got your job and opportunities in your field - the big picture

_______________ CERTIFY the experience.

____ debrief student on the last day
____ enter comments in Exploration Packet
____ discuss student's interest in returning for a longer experience (Learning Level)

_______________ VERIFY student attendance by signing and mailing contract postcard. We must have this postcard to credit the student's experience.

Experience Based Career Education
701 East Main Street
Lexington, Kentucky 40502

Telephone: 259-1411, ext. 311

Dodd/Jones:brm

DESCRIPTION/EXPLANATION OF THE COMMUNITY INSTRUCTOR'S ROLE IN THE LEARNING LEVEL

I. Learning Level Defined

The second phase of the student's experience in the community is called the learning level. An outgrowth of the exploration, the learning level lasts approximately 60 hours, usually spread out over three to five weeks. It gives the student a more indepth look at the job and an opportunity to develop some actual job-related skills.

II. Scheduling Learning Levels for Students

Not every exploration will lead to a learning level. In some cases, the student may not be interested in continuing at the site for an additional three to five weeks. The student may have found out all that he or she is interested in about the job and want to have an exploration at another location. Or the community instructor (CI) may decide that a particular student does not have the requirements(initiative, background or whatever), that the CI views as necessary for having a productive experience at this level.

At the end of the exploration, the community instructor and the student should discuss whether or not the student will continue at the site for a learning level. Of course, the CI has the final say in whether the student can go on to a learning level. If both the CI and the student agree that a learning level is possible, the student will have an EBCE staff member contact the CI to confirm the learning level and discuss the student's performance.

Throughout the learning level, the CI and the student should establish weekly schedules which the student is responsible for maintaining. The scheduling is based on the CI's time schedule and the student's school schedule. Most students could work after school hours and on weekends, but the vast majority of their learning level time should be during the school day. The CI and the student should have a clear understanding of when the student completes the learning level. At the completion, the CI should complete a student evaluation and send it to the EBCE staff member on the time contract, in care of the student's school (see attachment).

During a learning level, the student will be working on a project - a series of activities developed by staff members and the student and based on the community instructor's particular job situation. It is for the completion of these activities that the student receives required and/or elective credit. The project will include activities that will be done on the job site, like learning to use equipment or developing a list of job-related vocabulary. It may require the student to complete an activity (such as writing an article or checking a form)and having it evaluated by the community instructor. Another activity may require the student to do research, when not on the job site, of a particular aspect of the job or a key person in the field. The project should not limit what the community instructor asks the student to do. It only serves to provide minimum requirements for the students' learning level. The community instructor actually has no responsibility in evaluating the overall project; it is evaluated and graded by an EBCE staff member.

The student should show the community instructor a copy of the project at the beginning of the learning level so he/she will have a better understanding of exactly what activities the student will be working on. If the CI has questions or comments about the project, he/she should contact the EBCE staff member listed on the time contract.

IV. Role of the Community Instructor During the Learning Level

The main role of the community instructor is to help provide the student with opportunities to find out more about the job and help the student develop job-related skills. The student requesting to do a learning level should be sincerely interested in that job as a potential career and want to get as involved as possible--not just observing but having actual "hands on" experience.

In some instances, the high school student may not have the skills to perform some activities. The student should be aware of what activities he or she cannot do due to limited background/experience and what training would be necessary to perform such tasks.

The relationship between the CI and the student should be that of an employer/trainer - employee/trainee. The student is responsible to the CI for both attendance and completion of activities that have been assigned by the CI. Should problems develop with a student, it would be appropriate to talk with the student about the need for improvement and contact the EBCE staff member listed on the time contract. And, as a final resort, the CI has the option of dismissing, at any time, a student who has not performed satisfactorily.

The Experience Based Career Education staff's main concern is making student experiences in the community as meaningful and interesting as possible. Comments, questions, or concerns from community instructors are encouraged and welcomed by the EBCE staff.

Dodd/Jones:brm
5/26/77

STUDENT EVALUATION OF LEARNING SITE

Site ______________________________ Date ______________

Community Instructor ______________________

Learning Level ___ Skill Building Level ___

Special Placement ___

CI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

CI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present learning site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

Comment

ADDITIONAL COMMENTS:

NOTE:
Student is to file this evaluation
in the Site Information folder in
the Learning Center

____
Student Signature

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
EXPERIENCE BASED CAREER EDUCATION
701 East Main Street
Lexington, Kentucky 40502

MEMORANDUM (For Information)

TO: Mark Brown
Head, Division of Secondary
Curriculum and Instruction

DATE: June 9, 1977

FROM: Frances Ruhlin
EBCE Project Manager

RE: EBCE Plans for August 1977
Inservice

The Experience Based Career Education staff is planning to conduct two-hour inservice activities during the 24th and 25th of August, 1977. With the exception of Tates Creek Senior, which will receive instruction in October, the staff will involve the entire faculty for their respective high schools. In order to create a better understanding of EBCE, the workshop's major theme will be the integration of EBCE and the general academic curriculum. This objective will be accomplished through the following activities. Information regarding the overall program will be given through use of the EBCE slide presentation. Secondly, the relationship between EBCE and the general curriculum will be illustrated by examining projects, exploration guides, and competencies. The intent is to demonstrate the academic credibility of EBCE and the need for general faculty understanding and participation. And, finally, EBCE staff will be calling for the selection of an EBCE faculty advisory committee, the purpose of which will be to establish opportunities for dialogue, thereby enabling academic departments to become involved in the program.

If there are questions or concerns regarding these plans, please call.

FLR:brm
cc: Ed Murphy

APPENDIX B

CURRICULUM & INSTRUCTION

Name____________________

EBCE INDIVIDUALIZED READING/VOCABULARY PROGRAM

Each student is encouraged to negotiate a reading/vocabulary program for which ½ to 1 point of English credit will be awarded depending on amount of effort. The most important skill that one can have is the ability to understand and the capacity to appreciate what one reads. Vocabulary is an important reading tool and can be developed by reading and utilizing the personal word list method developed by Dr. Nacke of U.K.

Your reading/vocabulary program will be programmed on your ability level. The reading matter may be anything, i.e., magazines, newspapers, novels, career information, etc. The only requirement is that you read on a regular basis and present your personal word list to the Learning Manager every two weeks for certification. You will be tested at the end of the twelve weeks, and your grade will be determined by your effort, the quality of your word list, and the test grade.
*Attach a sheet of theme paper with this information every two weeks:

Week	List Sources Read	Personal Word List

*The Personal Word List information sheet is attached.

Week	LM Certification	Comments
1-2		
3-4		
5-6		
7-8		
9-10		

11 Pretest Grade__________

12 Final Test Grade__________

English credit______

English grade_______

Haddix / pb

PERSONAL WORD LIST

I. Consider the following points in selecting a word:

A. Is the word a good one to learn? Is it a word you expect to see or hear again in the near future? Will learning the word pay off?
B. Have you selected the best information to learn about the word?
C. How can you remember the important information about the word?

II. Review the words on your personal word list with a partner:

A. Without looking at your list of words, give your team learner your personal word list.

B. When you get your partner's list, fold the page so that only the words being learned will show.

C. Take turns in doing the following steps:

1. Show your team mate a word on his personal word list.
2. Ask him/her to say the word.
3. Ask him/her to use the word in a sentence.
4. Ask him/her to say a synonym for the word or give the meaning for it.

III. The following is a sample of a personal word list:
(The purpose of this activity is to find out whether you have learned the words you have decided to learn).

Date	Word	Mastery	(Paper may be folded in thirds).
8/5	Synergistic	+	sinner jis tick ex. "We're synergistic." (I.B.M.)
8/6			
8/6			

IV. Evaluation: Selection
Phonetic spelling
Translation of definition
Format
Usage/Practice
Mastery

"HOW TO SET UP AN APPOINTMENT"
An EBCE Student Checklist

Calling unfamiliar adults for appointments by phone can be a little uncomfortable if you haven't had much experience doing it. However, one of the goals of EBCE is to help you become more independent and secure in the world outside the classroom. With practice and the following checklist as a guide, you can set up appointments effectively and comfortably.

Prepare for the call

_____ 1. Read Roladex card for basic information.

_____ 2. Also review the contents of the site information folder. There may be brochures or LSAFs that will give additional information about that site.

_____ 3. Have a calendar handy and your schedule in front of you.

_____ 4. Be able to suggest dates and times.

The call

_____ 1. In a courteous voice, identify yourself by name, school, and the EBCE program.

_____ 2. Ask to speak to your party if the person who answers the phone is not the person you are calling.

_____ 3. If necessary, re-identify yourself and state your business.

Ending the call

_____ 1. In closing, check on the location for meeting the CI.

_____ 2. Repeat the date and time just as if you were taking a message for someone else.

_____ 3. Thank them and say you look forward to meeting them.

Ruhlin:brm
4/4/77

"CONDUCTING AN INTERVIEW WITH YOUR CI"
An EBCE Student Checklist

"You never get a second chance to make a first impression". This may sound unfair but in the workaday world it is a view frequently held. Sometimes it's not easy to conduct an interview with a strange CI, but what ever happens in that first interview will often determine your treatment by the CI for your entire stay at the site.

WHAT SHOULD I SAY?

To help you control the events that can make your interview a pleasant one, the EBCE staff has listed the following tips. These suggestions are based on the experiences of EBCE students who feel they have had explorations that were interesting and worth their time.

Prepare for the interview:

_____ 1. Develop a neatly typed/written list of questions to ask the CI, and get them approved by your LM before leaving.

_____ 2. Be properly dressed for the site, clean, and well-groomed.

_____ 3. Be punctual. Leave early to allow for traffic problems and parking (if you are driving) and for locating the business.

During the interview, remember the two "A's":

_____ 1. ATTITUDE: Your attitude may affect the way your CI treats you (e.g., showing you around, spending extra time with you). If you want a good exploration experience, go after it just like you were going after a job.

Let your attitude show the following:

a. Why you want this exploration.

b. You are looking forward to this experience.

c. You understand and can explain fully the Community Instructor/Student Contract. (Be sure the CI fills it out correctly).

d. You can explain the EBCE program to the CI or a substitute.

_____ 2. APPEARANCE: This is not a regular high school class where you can wear grubby jeans and T-shirts. Remember, you might want to do a Learning Level here, so "sell yourself!"

While on site, wear your badge because:

a. It will be easier for site personnel to identify you.

b. It may prevent possible negative feelings among site personnel as to "who's this kid asking questings, etc., anyway!"

c. It can be an opener for conversation and give you the opportunity to sell EBCE or refresh his/her thinking about what he/she may have already heard.

d. It identifies you as an EBCE student and not a coop student or part-time help.

Ruhlin:brm
4/4/77

"HOW TO DEBRIEF AN EXPLORATION"
An EBCE Student Checklist

EXIT
WHAT NOW? A QUICK GETAWAY?

The way you debrief or end your exploration often sets the tone for your learning level at that site or for some other EBCE student who wants to do an exploration there. To help you have a successful debriefing on the last day of your exploration, follow these suggestions:

Prepare for the debriefing:

_____ 1. Before you go, take a final look at page 2 in your Exploration Guide to see that all is complete.

_____ 2. Develop and have approved by your LM, final questions that may have arisen during the exploration.

During the debriefing:

_____ 1. Ask your final questions.

_____ 2. Ask the CI to comment on and to sign your Exploration Guide.

_____ 3. Remind your CI to send in your attendance report to your high school.

Closing the session:

_____ 1. Ask your CI if there is anything we (EBCE) can do to make this experience better for students and CIs.

_____ 2. Verbally thank him/her for his/her time, trouble, and cooperation. (Do this as well as send a written thank-you note.)

_____ 3. Shake his/her hand. (It may seem awkward at first but you'll get better at it with practice, and it makes a good last impression).

Ruhlin:brm
4/4/77

FOR STAFF

USING THE COMPETENCY LIBRARY

WHAT IS IT?

1. Ten copies of each competency have been provided (eventually, each copy will be in a separate folder). This format eliminates the individual handbooks which are bulky and possibly, a waste of money as many students are only in EBCE for one or two 12 weeks at a time.

2. The first file contains general instructions for students and a complete Handbook of all (eventually, 12) competencies. (A set of instructions may be taken for personal use by each student and the Handbook may be reviewed in selecting the competencies a student wishes to complete.

3. To keep track of who's got what, a check in/out system needs to be devised. If you would like suggestions for developing one, call me.

4. Each competency file has been color-coded to provide a sense of direction for students as to the location of the general resourse material. Red, for example, will indicate that the resources can only be found in the Learning Center and may require some advanced scheduling for their use (e.g., the banking filmstrip and tape). Green signifies that resources can be found elsewhere, such as the school, the community and home.

HOW IS IT USED?

1. A student will review the Handbook, select the first competency he/she wishes to complete, and take a set of instructions.

2. Removing a copy of the desired competency, the student signs out that particular copy.

3. When the competency is completed, the student will return the copy to the "Library" and sign it in.

WHAT COMPETENCIES ARE INCLUDED AND WHAT HAS BEEN REPLACED?

Red	1. Informed Consumer (includes info on "credit & ins.")
Green	2. Career/Employment (replaces "Apply for employment,etc
Red/Green	3. Local Government (includes "Participating in Electoral Process")
Green	4. Big Step Away From Home (includes budgeting [illegible]
Green	5. Being a Responsible Family Member
Green	6. Maintaining Good Physical Health and Effective Use of Leisure Time
Red	7. Maintaining a Checking Account
Green	8. Explain Personal Legal Rights (2 possible certifiers have been identified but not contacted)

The following competencies are forthcoming:

9. First Aid
10. Making Use of Public Agencies
11. Maintaining an Automobile

And next fall, we will add:

12. File Income Taxes

Notes to Staff

In addition to revising these for a more uniformed format this summer, it is very possible that they will undergo some alterations. Therefore, as you use them, please record ideas for improvement.

For easier handling, each competency sheet may be placed in a separate folder or laminating each one may prove sufficient. (Let me know what you think.)

Human error is always possible and if you catch a mistake in terms of "credit due", kindly bring it to my attention.

FRuhlin:brm
5/4/77

INFORMED CONSUMER COMPETENCY

(1 hr.) 1. Watch "Consumer Focus". This is a local public service program sponsored by Channel 18. It is shown weekly on Saturday and Sunday. Watch for the time in the local television listings. Report on the program by summarizing the contents of the program and your conclusions after viewing the program.
RESOURCES: Better Business Bureau, Channel 18,
Lexington Herald Leader

(2 hrs.) 2. Find out about comparison of quality and prices. Collect and report necessary information before purchasing the items listed below. Compare three companies of each item. Consider the following areas of comparison: cost, services offered, medical coverage, safety, repair necessary (maintenance upkeep), and durability.

automobile
car insurance
health insurance
television
refrigerator

RESOURCES: Consumer Reports (library)
Learning Center file
Consumer's Buying Guide

(2 hrs.) 3. Select an item you anticipate buying in the next two years. Through research in Consumer Report, decide which company or or brand name of that item you choose to buy. Visit three stores and compare prices. Report your findings. (Include comments and/or conversation with sales clerks).
RESOURCES: Consumer Reports
local businesses

(1 hr.) 4. Find out about the Fair Credit Reporting Act. What is a credit record/file? What can you do if you are refused credit? Does it cost anything to review your credit record/file?
RESOURCES: Learning Center file
Better Business Bureau
Credit Bureau

(1 hr.) 5. Find out about loans. What are the differences of a 30-day charge account, an installment loan, and a revolving charge account? What is a mortgage loan? In setting up guidelines for using credit, what is a good rule of thumb?
RESOURCES: "How to Manage Your Money Cleverly" (under credit in Learning Center file)

(1 hr.) 6. Find out about our Kentucky sales tax. What items are not taxed? What is the percentage for sales tax on the taxable items?
RESOURCES: Cashier at a grocery store

(1 hr.) 7. Find out about ethical advertising. What is considered false advertising? What does the use of wholesale mean in retail advertising?
RESOURCES: "Supplement to Code of Advertising". - (Learning Center file)

(1 hr.) 8. Find out about the metric system. What is the metric system? What is the Metric Conversion Act? When was it signed?
RESOURCES: Learning Center file

(1hr.) 9. Name two items we are already familiar with hearing the metric measurement. Convert the following items into the metric system:

4.5 lb. roast = ____________kilogram roast

size 12 dress - ____________dress

50 miles an hour = ____________kilometers per hour

RESOURCES: Learning Center file (these specific conversions are covered in the literature in the metric folder)

(2 hrs.)10. Find out about buying or building a house. What are five features you want to pay particular attention in shopping or buying a house? What are some factors to consider to determine whether you can afford a house? Discuss ways of financing a house.
RESOURCES: Consumers Buying Guide
Chapter 5 (in Learning Center file)

Optional:

(1 hr.) 11. Attend the seminar to be held in your learning center by Mr. Terry Grissom of the Better Business Bureau. What is the prupose of the Better Business Bureau? How is it funded? How can the Bureau be of assistance to you in becoming a more informed consumer?

Submitted by: Marilynn Cunningham

brm

CAREER/EMPLOYMENT COMPETENCY

(2 hrs.) 1. Prepare a typed resume that can be placed in your file.
RESOURCE: Attached resume form.
*Note: Your resume must be perfect to be acceptable.

(2 hrs.) 2. Develop a checklist of things to know to fill out a job application. Include two completed job applications.
RESOURCES: Job applications in Learning Center
Any personnel department
*Note: Remember that employers learn many things from the application about you and your skills from your grammar, spelling, legibility, etc.

(2 hrs.) 3. List some "pointers" helpful when interviewing for a job. Ask a personnel manager what characteristics and qualities he/she look for when interviewing perspective employees.
RESOURCES: A personnel manager
Notes from an employer seminar in Learning Center
A business text

(2 hrs.) 4. Become familiar with the employment statistics of several occupations that interest you. Compile a chart of current employment statistics according to male/female ratios, age groups, and black/white ratios. Interpret your findings as they relate to your career interests.
RESOURCES: State Employment Service
*Note: Your chart should be done on plain paper in ink.

(2 hrs.) 5. Make a career collage that represents your career interests. Be sure that your name is visible and display in the Learning Center.
RESOURCES: Magazines, cardboard, glue, scissors

(1 hr.) 6. Compile a list of any colleges, trade schools, vocational schools, business colleges, etc. that offer preparation for any career(s) that you are considering. Consider only those in areas that are feasible for you.
RESOURCES: Counseling office
Catalogues in Learning Center

(4 hrs.) 7. Read and summarize several (minimum of six) current newspaper and/or magazine articles concerning careers/employment.
RESOURCES: Career articles in Learning Center

CREDIT PER COMPETENCY: ½ credit of English, business or elective

Submitted by: Winnie Haddix

brm

RESUME
(Long Form)

(A longer resume should be submitted without the Record of Student Performance, such as by mail in response to a newspaper advertisement.)

PERSONAL

Name

Address

Telephone Number

Age

EDUCATION

Dates	High School Address Telephone Number EBCE Telephone Number Major High School Courses Description of your EBCE courses

EXPERIENCE

(Start with your most recent and work back in time)

Dates	Place of Employment Address Telephone Number Position Responsibilities Supervisor
Dates	Learning level experiences in EBCE

INTERESTS

(Indicate hobbies and extracurricular activities.)

Skills

CHARACTER REFERENCES

(Give the names of at least three people who know you well, other than the employer references given above. Be certain you give current addresses and telephone numbers for all references.)

CAREER OBJECTIVE

(Describe briefly your present career and education plans. For example: "Eventually I hope to become a journalist or commercial artist. I am signing up for a night class in illustration at UK next term, and prefer a job that will lead into one of my career choices.")

LOCAL GOVERNMENT COMPETENCY REVISED

1. Find out how to register to vote. If you will be 18 within the next year, register to vote. Fill out a sample ballot.
   RESOURCES: Court House, Ask Us, Inc.

2. Find out what district you are living in and your representative for the following:

   a. School Board
   b. Urban County Government
   c. State Representative

   RESOURCES: Court House, Map of Representatives (LC file), list of Representatives (LC file), Ask Us, Inc.

3. Find out who is on the Urban County Council. What are their responsibilities and observe it at work.
   RESOURCES: Charter (LC file), blue information sheet (LC file), Urban Council meeting.

4. Find out who is on the School Board, what qualifications they have to meet, their responsibilities and observe it at work.
   RESOURCES: School Board Meeting, books on school law.

   * Give the date of meetings you attended, include a copy of an agenda and a newspaper article discussing each meeting. Write a short paper evaluating the News Media coverage of the meeting. Spend at least two (2) hours at each meeting.

5. Find out ways in which you can hold an official accountable.
   RESOURCES: Urban County Charter (LC file), State Constitution, various books on government.

6. Find out the purpose of the following:
   a. primary election
   b. general election
   c. special referendum

   Write a short paper explaining each.
   RESOURCES: County Court House, various books on government.

7. Identify the following persons:
   a. Chief Administrative Officer
   b. Mayor and Vice Mayor
   c. Commissioner of Finance
   d. Commissioner of Public Works
   e. Commissioner of Social Services
   f. Commissioner of Law
   g. Commissioner of Parks, Housing and County Development
   h. Commissioner of Public Safety
   i. Citizens Advocate

RESOURCES: Charter (LC File), Find out the following about them:

a. How did they obtain their offices and requirements for it.

b. Length of term

c. Responsibilities

2-9-77 Prepared by Julie Dodd and League of Women Voters

3-18-77 Revised by Nancy Freeman to be submitted to League of Women Voters

brm

CAREERS IN THE MEDIA SEMINAR

Date: Wednesday, May 11

Time: 10:00 a.m. - 11:30 a.m.

Location: Tates Creek's Learning Center (room 122)

Who can attend: Any EBCE student who is interested in finding out about careers in the media.

Speakers:

Frank Denner - News Director for Channel 27's 5:30 p.m. news

Sharon Reynolds - Reporter in the Lifestyle Dept. of the Lexington Herald-Leader

Eric Stevens - Disc jockey on WLAP-AM (3 p.m. to 6 p.m.)

Steve Wilson - Executive Sports Editor for the Lexington Herald-Leader

Registration for the seminar can be made by calling Ms. Freeman (Tates Creek LM) at 272-9524. Please contact Ms. Freeman by Tues., May 10.

Suggestion: It'd be a good idea to find out about their work prior to the seminar by reading Mr. Wilson's and Ms. Reynolds' articles, listening to Mr. Stevens, and watching the 5:30 p.m. news.

JDodd:brm
4/29/77

March 29, 1977

MEMORANDUM

TO: All EBCE Students, Learning Managers, Program Assistants,
Julie Dodd, Fran Ruhlin

FROM: Tom Jones

RE: Employer Seminar

On Wednesday, April 13, 1977, from 12:30-2:30, Mr. Dan Enright, manager of the Air Traffic Control Tower at Bluegrass Field, and Mr. John Jenks, manager of Air Associates, Inc., also at Bluegrass Field, will be the guests at an Employer seminar at Bryan Station High School. Mr. Jenks, as well as others on his staff, will be discussing career opportunities in general aviation while Mr. Enright will be dealing with career fields in air traffic control.

EBCE students interested in careers in aviation, including such things as aircraft maintenance or aircraft electronics should be encouraged to attend.

Although the seminar will conclude at 2:30, Mr. Jenks has agreed to stay until 3:30 to answer any individual questions students may have.

If you are planning on attending please contact me as soon as possible.

EBCE CAREER SEMINAR

ADVERTISING AND PUBLIC RELATIONS

Wednesday, May 18

1 - 2:30 P.M.

Henry Clay High School..................................Room 163

Speakers will include:

Advertising Director and
Media Buyer ....Abbott Advertising
(Long John Silver's and Jerrico)

Commercial Artist........................... The Art Department

Public Relations Expert...................... Lexington Chamber of Commerce

PUBLISHER/VENDOR	ITEM DESCRIPTION	PRICE
ESP, Inc. P.O. Drawer 5037 Jonesboro, AR 72401	Tiffany Classics, Vol. 1 & 2	$ 30.00 ea.
	The Metric System - cassette	5.95
	Ecology Now - cassettes, set of 6	36.00
	Vocabulary - Grade 12 - cassettes	72.00
	Democracy in the USA - cassettes and worksheets	72.00
	Advanced Vocabulary	5.95
	College Prep Vocabulary	5.95
	Beginning Public Speaking	5.95
	Practical Math - cassettes and worksheets	72.00
Current Affairs 24 Danbury Road Wilton, Connecticut 06897	The Consumer and Credit - film and cassette	30.00
	Consumer Be Warned: Frauds and Deceptions	30.00
	Warning: Eating May Be Hazardous to Your Health	24.00
	The Woman's Role: America and England	30.00
	Wheels and Deals: Buying Cars and Motorcycles	30.00
	Economic Issues of the American Revolution	30.00
	The Propoganda War of the American Revolution	30.00
Scholastic 904 Sylvan Avenue Edgewood Cliffs, NJ 07632	Opportunity	169.50
	Science Fiction & The Future - notebooks, ditto masters, guide	52.71
Educational Activities Freeport Long Island, NY 11520	Nutrition and Health - cassette	22.95
	And the Beat Goes On - Physical Fitness-records and manual	12.95
	Getting It Together is Life Itself	13.95
	Exploring the World of Work - 6 cassettes	52.50
	Planning Beyond High School - 6 cassettes	52.50
Perfection Form 1000 N. Second Avenue Logan, Iowa 51546	Wordpak - Lexicon series	1.19
	Women's Studies Library	34.00
	Write in Style: A Guide to the Short Term Paper	.75
	Library Wall Chart	7.95
	Shakespeare Noteworthies	1.50
	Dickenson	1.50
	Thoreau	1.50
	Write It Now	1.95

Al Graci Educational Services 2881 Flowerwood Memphis, Tennessee 38134	How To Study - 12 cassettes	72.00
	Practical Mathematics	72.00
Encyclopedia Britannica Educational Corp. 425 Michigan Avenue North Chicago, Ill. 60611	Drugs: A Trick-A Trap - filmstrips and cassettes	69.95
Vocational Biographies, Inc. P.O. Box 31 Snuk Centre, MN 56378	#L77 Series Career Library Combination	656.00
	#H78 Series H	92.50
The New Republic Book Co. 1244 19th Street NW Washington, D.C. 20036	The Boundless Resource: A Prospectus for an Education-Work Policy	7.95
Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	Final Report-National Commission on the Observance of International Women's Year	5.20
	Occupational Outlook Quarterly	4.00
	U.S. Working Women: A Chartbook	1.75
	To Form a More Perfect Union	5.20
Chronicle Guidance Publications Moravia, New York 13118	Manila Folders, Occupational Briefs and Reprints	253.00
Harper and Row Publishers 2350 Virginia Avenue Hagerstown, Maryland 21740	Re-examining Sex Roles - filmstrips, tapes, and guide	135.00
The Economy Co. P.O. Box 68502 Indianapolis, Ind. 46268	Guidebook to Better English	1.83

Steck-Vaughn Co. 807 Brazos P.O. Box 2028 Austin, Texas 78768	Gateways to Correct Spelling, Revised	1.95
Inquiry Audio-Visuals 1754 West Farragut Avenue Chicago, IL 60640	Preparing for Work I - filmstrip	40.50
	Preparing for Work II - filmstrip	27.00
Media Marketing, Inc. P.O. Box 7184 5307 Lee Highway Arlington, VA 22207	Choosing a Profession - cassettes	72.00
Listening Library One Park Avenue Old Greenwich, Conn. 06870	Careers The Paraprofessional - filmstrips and cassettes	79.00
Learning Seed Co. 145 Brentwood Drive Palatine, IL 60067	Sexism in Media and Language	39.00
	Television and Values	38.60
Pacific Tape Library 5316 Venice Los Angeles, CA 90019	Meaning and Demeaning of Routine Work	12.00
	Leisure and the Masses	12.00
	On Getting Angry	14.00
	Housework	12.00
	Susan Brownmiller on Writing and Promoting	14.00
	The Kitchen Sink Papers	12.00
	Women and Mental Health	12.00
Kennedy Book Store 405 S. Limestone Lexington, Ky. 40508	Abbott- Whole Thing	7.95
	Giroux - Chapters	4.45

Olympus Publishing Company Two Olympus Plaza 1670 East Thirteenth South Salt Lake City, Utah 84105	Career Education for Gifted and Talented Students	6.95
Ask Us, Inc. 302 West Main Street Lexington, Ky.	Community Service Directory for Lexington	15.00
Consulting Psychologists Press 577 College Avenue Palo Alto, California 93406	Holland's Self Directed Search and Occupational Finder Counselor's Manual	.65 3.00
Abt Publications 55 Wheeler Street Cambridge, Mass. 02138	Sex Fairness in Career Guidance Kit Career Education Activities for Subject Area Teachers Exploring Careers	15.00 10.00 35.00
College Entrance Examining Board Publishers Box 2815 Princeton, NJ 08540	How To Decide - A Guide for Women	5.95
Women on World and Images P.O. Box 2163 Princeton, NJ 08540	Help Wanted: Sexism in Career Educations Materials	2.50
Rtugers University New Brunswick, NJ 08901	Profile of Women Holding Office	3.00
McGraw - Hill Del Monte Research Park Monterey, California 93940	Everyday Skills Test - Reading Mathematics Answer Sheets	9.40 7.40 3.50

Dell Distributing Co. Inc.
1 Dag Hammerskjold Plaza
245 East 47th Street
New York, N.Y. 10017

The Visionary Girls	.95
The Vietnamese Revolution	1.25
Wrapped for Eternity	1.25
An Overpraised Season	.95
Chucklebait	.95
A Day No Pigs Would Die	1.25
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Teenage Jobs	.95
Rock Folk	2.45
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The Sheepskin Psychosis	.75
The Uncommitted	2.45
Black Children, White Dreams	2.75
A Rap of Race	2.45
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The Diary of A.N.	2.75
Americo, Inc.	2.95
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Moshe Dayan	1.95
Queen Victoria	1.75
Listening to America	2.65
Black Out Loud	.95
In the Train of the Wind	.95
I Heard a Scream in the Street	.95
A Journey of Poems	.75
Sounds and Silences	.95
Psyche: The Feminine Poetic Consciousness	1.50
Ida Tarbell: First of the Muckrakers	1.25
Other Choices for Becoming a Woman	1.25
The Feminine Mystique	1.75

Changing Times Education Service 1729 H Street, N.W. Washington, D.C. 20006	Consumer Education Books for Grades 9-12	.50
	Job-Hunting	.75
	Can You Manage Your Money?	.75
	Student Activities in Advertising	.50
	Gyps and Frauds	.75
	How to Read Guarantees, Warranties, etc.	.50
	The Right to Be Informed	.75
	The Right to Safety	.75
	The Right to Choose	.75
	The Right to Be Heard	.75
	What You Should Know About Contracts	.50
	Insurance: What Its All About	.75
	Life Insurance	.75
	Health Insurance	.75
	Property and Liability Insurance	.75
	Getting the Most Out of Your Savings	.75
	Investing in Stocks and Bonds	.75
	Opportunities Unlimited	.50
	The Beginning Investor	.75
	So You Want to be a Tenant?	.75
	Owning Your Own Home	.75
	When the Key is Yours	.75
Coronet Instructional Media 65 East South Water Street Chicago, IL 60601	Selecting a Vocation - filmstrip and records	100.00
	Business Organization - filmstrip and records	77.00
	Jobs in Health Service - filmstrip and records	96.00
	Careers in Environmental Management - filmstrip and records	77.00

Kentucky Book Company
P.O. Box 11915
Lexington, Ky. 40511

The Americans	3.45
Men and Masculinity	3.45
The American Woman: Who Will She Be?	3.45
Gandhi	3.95
Stalin and His Times	3.95
Sisters in Crime	3.95
Handbook of Grammar, Style, and Usage	3.95
Benjamin Franklin	3.95
The Fashion Director: What She Does and How To Be One	4.95
Economics of the World Today	4.95
Hitler	5.95
Money Management	6.90
Studies in Marriage and the Family	6.90
Art in the World	8.95
Anthropoligy Today	8.95
Mathematics Review	10.95
American Heritage Dictionary	12.95
Pygmalion	.50
Anthony and Cleopatra	.50
The Red Badge of Courage	.60
Hiroshima	.60
Gulliver's Travels	.65
Great Expectations	.75
Bandits	.75
Billy Bud	.75
Life Saving and Water Safety	1.00
Much Ado About Nothing	.95
The Frail Ocean	.95
A Death in the Family	.95
Hamlet	.95
Maggie and other Stories	.95
China! Inside the People's Republic	1.50
The Bell Jar	1.50
50 Great Short Stories	1.50
Grant's in the Earth	1.50
I Heard the Owl Call My Name	1.25
Othello	1.25
Thirteen Days	1.25
Rabbit, Run	1.25
Robert Frost's Poems	1.25

Kentucky Book Company (continued)	The Great Gatsby	1.65
	The Great Depression	1.65
	The Dreyfus Affair	1.95
	By Any Means Necessary	1.95
	Writing for Godot	1.95
	Heart of Darkness	1.95
	Moby Dick	1.95
	The Gulay Archepelago	1.95
	Patterns of Culture	2.25
	Edward VIII	2.25
	Stinking Creek	2.25
	Don Quixote	2.25
	The Grapes of Wrath	2.25
	The Navaho	2.50
	Thaddeus Stevens	2.95
	The Complete Term Paper	2.95
	Wuthering Heights	2.95
	The Impeachment and Trial of Andrew Johnson	2.95
	Basic Vocabulary Builder	2.95
	The New Aerobics	1.75
	The Royal Canadian Air Force Exercise	1.95
Eye Gate Media 146-01 Archer Avenue Jamaica, NY 11435	Finding Your Job - filmstrips, caseettes	59.75
	Hospital Job Opportunities - filmstrips, cassettes	106.50
	Cosmetology Careers - cassettes	17.50
	Data Processing Careers - cassettes	17.50
	Careers in Communications - cassettes	35.00

Central Ky. News Distributing Co.
1236 Versailles Rd.
Lexington, Ky. 40506

Student's Guide for Writing College Papers
A Woman and Her Car
Woman's Work Book
Law and the Layman
Jobs 77
I Ain't Much Baby-But I'm All I've Got
Barron's How To Prepare for GED
The Sports Book
Spectators Guide to Sports
Wonders of the World
Small is Beautiful
Anzie
Their Finest Hour
D-Day
Hitler
U-Boat
Allied Secret Weapons
Panzer Division
P-51
ME-109
Afrika Korps
Patton
Battle for Berlin
Commando
Rocket Fighter
German Secret Weapons
The Guns: 1939-45
The Bastard
The Seekers
The Kentuckians
The Land Beyond the Mountains
The Great Adventure
The Believers
To Be A Slave
Slavery: From Rise of Civilization to Today
Taps for Private Tussie
The Thread That Runs So True
Angel Unaware
The Bicentennial Almanac
PocketBook Edition, Merriam-Webster Dictionary

Central Ky. New Distributing Co. (continued)	The Power of Positive Thinking	1.75
	Between Parent and Teenager	1.75
	Liberated Parents - Liberated Children	1.75
	Beyond the Cross and the Switchblade	1.75
	Breaking In	1.25
	The Denial of Death	2.95
	Native Son	1.50
	Joy in the Morning	1.50
	Barry and the Persuasions	1.50
	A Teenager's Guide of Life and Love	1.25
	Daughter and Mother	1.50
	Nashville Breakdown	1.50
	How to Prepare for College	.95
	Handbook of College Entrance Examination	1.95
	I'm OK, You're OK	2.25
	To Be Young, Gifted, and Black	1.50
	Silent Spring	1.50
	Black Like Me	1.50
	O Congress	1.50
	Self Love	1.50
	Black Sunday	2.25
	Kin Flicks	2.25
	The Final Days	2.50
	The Stars of Country Music	2.50
	Letters Home	2.50
	War and Peace	1.50
	Notes from Underground	1.25
	Siddhartha	1.50
	Slaughter-House Five	1.50
	Welcome to the Monkey House	1.25
	Sports Poems	.75
	The Loved One	1.25
	God Bless You, Mr. Rosewater	1.50
	Grand Father Rock	.95
	Zen and the Art of Motorcycle Maintenance	2.50
	O.J. Simpson	1.50
	Roberto Clemente	1.50
	Alive	1.95
	Christy	1.95
	Life After Life	1.95

Central Ky. News Distributing Co.
(continued)

Tales from the Plum Grove Hills
Stories from the Twilight Zone
S is for Space
The Illustrated Man
The Confederacy
Life on the American Frontier
Fighting Indians of the West
The Settlers West
The Illustrated Edgar Allan Poe
Adventures of Huckleberry Finn
The Old Man and The Sea
Diet for a Small Planet
Meat Stretcher Cookbook
Treasures of Tutankhanun
The Bicentennial Almanac
The Foxfire Book
Foxfire 2
Foxfire 3
RFK, The Last Night
Great American Short Biographies
A Pocket Book of Short Stories
Today I am a Ham
A Christmas Carol
West of the Rimrock
20,000 Leagues Under the Sea
A Tree Grows in Brooklyn
The Count of Monte Cristo
At Bat: Aaron, Murcer, Bench, Jackson
Basketball's Hall of Fame
Wilt Chamberlin
Inside Pro Football
The Fonz and LaZonga
You've Got to be You, Snoopy
Walden
Benji
The Deerslayer
Uncle Tom's Cabin
Welcome Back Kotter - The Sweathog Trail
A Patch of Blue

Central Ky. News Distributing Co. (continued)	Harry Truman Speaks His Mind	1.50
	Best of Isaac Asimor	1.50
	Foundation	1.50
	Night at Camp David	1.50
	The Mousetrap	1.50
	The Cross and the Switchblade	1.50
	Dare to be You	1.50
	50 Great American Short Stories	1.50
	The Two Towers	1.75
	And Jill Came Tumbling After	1.75
	The Return of the King	1.75
	You Can If You Think You Can	1.75
	Nine Stories	1.75
	A Jesse Stuart Harvest	1.75
	I Sing the Body Electric	1.75
	Yesterday's Child	1.75
	The Furies	1.75
	Breakfast of Champions	1.75
	Strictly Speaking	1.95
	The Sun Dance People	1.95
	The Eagle Has Landed	1.95
	The Hobbit	1.95
	The Domino Principle	1.95
	The Rhinemen Exchange	1.95
	The Rebels	1.95
	The Titans	1.95
	All the Things Your Mother Never Taught You	1.95
	The Terminal Man	1.95
	Dove	1.95
	The Warriors	2.25
	Guinness Book of World Records	2.25
	Ordeal of Innocence	1.75
	The Fellowship of the Ring	1.75
	History of Witchcraft	1.95
	Dictionary of Psychology	1.95
	Dictionary of Music	1.75
	One Day In the Life of Ivan Denisovich	1.25
	Mick Jagger	1.50
	Dare To Be You	1.50
	Transcendental Meditation	1.50

Central Ky. News Distributing Co. (continued)	Great American Short Biographies	.60
	The Bridge at San Luis Rey	.60
	Hannah Fowler	.75
	The Pearl	.75
	Yoga for Young People	.75
	Street Rod	.75
	Durango Street	.95
	The Lilies of the Field	.95
	Roget's Thesauras	.95
	Anthem	.95
	They'll Never Make a Movie Starring Me	.95
	Then Again, Maybe I Won't	.95
	Are You There God? It's Me Margaret	.95
	75 Short Masterpieces	.95
	Three Trips in Time and Space	.95
	The Pigman	.95
	Ox - The Story of a Kid at the Top	1.25
	The Halloween Tree	1.25
	Tarzan - The Invincible	1.25
	The Great Escape	1.25
	The Sirens of Titan	1.25
	Lisa, Bright and Dark	1.25
	Ox-Bow Incident	1.25
	H. G. Wells, The War of the Worlds	1.25
	Tarzan	1.25
	Adding a Dimension	1.25
	Mrs. Mike	1.25
	The Bridge at Andau	1.25
	Of Mice and Men	1.25
	Autobiography of Miss Jane Pittman	1.25
	I Never Loved Your Mind	1.25
	I Heard the Owl Call My Name	1.25
	With Love From Karen	1.25
	Time Out of Joint	1.25
	Rocky	1.50
	Seventeenth Summer	1.50
	Bless the Beasts and the Children	1.50
	Cat's Cradle	1.50
	Wit and Wisdom of Yogi Berra	1.50
	Minute Mysteries	1.50

Central Ky. News Distributing Co.
(continued)

I Never Promised You a Rose Garden
Mr. and Mrs. Bo Jo Jones
Don't Look and It Won't Hurt
True Grit
The Fantastics
National Velvet
Beyond Success and Failure
Breaking In
The Hound of the Baskervilles
How to Talk to Practically Anybody About Practically Anything
Please Don't Eat the Daisies
The Great Excape
The Brand-Name Calorie Counter
All Quiet on the Western Front
One Flew Over the Cuckoo's Nest
Dare To Be You
Jonathan Livingston Seagull
Johnny Tremain
Karen
Raise High the Roof Beam, Carpenters
The Other Side of the Rainbow
Enthusiasm Makes the Difference
The Story of the Declaration of Independence
Arthur Rubenstein: My Young Years
The Bell Jar
Coal Miner's Daughter
The Blue Knight
Christy
Bury My Heart at Wounded Knee
Rudolph Valentino: The Man Behine the Myth
Lady
Henry Winkler and Fonzie
Baseball's Hall of Fame
The Autobiography of Malcolm X
The Sun Dance People
The Fellowship of the Ring
Burr
The Deep
A Bridge Too Far
Thomas Jefferson: An Intimate History

Central Ky. News Distributing Co. (continued)	The Last Tycoon	1.95
	TM	1.95
	My Life: Golda Meir	1.95
	Watership Down	2.25
	The R Document	2.25
	The Agony and the Ecstacy	2.25
	Be The Person You Were Meant To Be	1.75
	The Other	1.75
	The Art of Loving	.95
	The Years of Awakening	2.25
	The Boys from Brazil	2.25
	The Invisible Man	.75
	Adventures of Huckleberry Finn	.75
	From the Ghetto to Glory	.75
	Call of the Wild and Selected Stories	.95
	Clyde	.95
	Wilt Chamberlain	.95
	Recession-Proof Jobs	1.25
	Thirteen Days	1.25
	Where the Lilies Bloom	1.25
	Run Baby Run	1.25
	Speed Reading	1.25
	How To Build A Better Vocabulary	2.25
	I Am, I Can	1.25
	Bored of the Rings	1.25
	Three Days of the Condor	1.50
	They Call Me Coach	1.50
	Centennial	
	The Official Inaugural Book	

APPENDIX C

DEVELOPMENT OF LEARNING PLANS

EBCE STUDENT TEST INFORMATION SHEET

NAME______________________________
Last First Middle

SEX M F

GPA_____;_____;_____;_____;

IQ_____;_____;_____;_____;

LA_____

Counselor______________________________

Stanford Achievement Test NORM______

SCORE	PAR. MEAN	LANG.	ARITH. COMP.	ARITH. CONC.	ARITH. APP.	SOC. ST.	SCIENCE	
%tile								
GRADE								

D. A. T.

VERB. REAS.	NUM. AB.	VR+NA	AB. REAS.	CLER. SP & ACC.	MECH. REAS.	SP RELA.	SPELL.	GRAM.	

Everyday Skills Test

READING OBJECTIVES																STUDY SKILLS				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	RS	GE	RS	GE	RS	GE

MATH OBJECTIVES									MATH COMP.	
1	2	3	4	5	6	7	8	9	RS	GE

Low Ability____________________

Average Ability____________________

High Ability____________________

Comments by Counselor:

PROJECT TITLES
1976 - 1977 School Year

1. Novels of Herman Hesse
2. Probing Medicine
3. Electrical Engineer
4. Pediatric Nursing
5. Engineering Ingenuity
6. The Helping Professional
7. Secondary English Teacher
8. Elementary School Teacher
9. High School Drama Teacher
10. Small Business Management With Sole
11. Fashion/Small Business Management
12. Radio Newscasting
13. Radio Programming
14. The Right and Role of a Citizen
15. Community Theater Resources
16. Restaurant Management
17. U. S. vs. Foreign Banks
18. Ceramics
19. Aspects of Architecture
20. Verifying a Veterinary Career
21. Special Project for Social Studies Credit
22. Heather's Happy Hour Project
23. Pediatrics (Children's Clinic)
24. Secondary Art Teacher
25. Kurt Vonnegut
26. Elementary Education
27. The History of Rock
28. Photography Fundamentals
29. Special Project in Sex Role Stereotyping
30. The Play's The Thing
31. Special Project in Interior Design
32. Special Project in Air Traffic Control
33. Radio Production
34. Newscasting
35. Small Business Management
36. Stationed at the Fire Station
37. Veterinary Medicine and the Military
38. U. S. History/Conclusions Based Upon a Study of Military Endeavors
39. Diet and Well-Being
40. Auto Body Repair
41. Computer Operations
42. Architectural Design
43. Local History
44. U. S. History
45. Clinical/Social Aspects of Drug Abuse

Project Titles - continued

46. Kurt Vonnegut, Jr.
47. Buying and Repairing a House
48. Local History (TC)
49. Tourism
50. Photography
51. Becoming a Secretary
52. The Newspaper -- Sports
53. Computer Science
54. A Scientific Look at Morton Junior High
55. A Historical Look at Sewing
56. My Family and Me
57. Body English
58. Equine Veterinary Medicine
59. Second Quarter Biology
60. The Red and Black in America
61. Working as a Pharmacist
62. Biology - Third Quarter (Dixie Elem. Science)
63. Biology - Third Quarter (Transylvania U. Animal Lab)
64. A Project in the Project
65. In the News Room at Channel 62
66. Working in Vocational Rehabilitation
67. Special Placement in Crafts
68. Surveying the Field of Surveying
69. Working in the Fashion World
70. Becoming A Legal Secretary
71. Taking a Breather at the Medical Center
72. The Science of Art
73. An Artist at the Art Department
74. Working in a Nursery School
75. Poetic Images
76. Black Religious Literature and Music
77. Some Facts About the Presidents and States
78. Writing - From Words to Themes
79. Music
80. A Changing Europe
81. Wild, Wild West
82. A Changing Role of Women in American Society

APPENDIX D

BIAS AND STEREOTYPING

TOTAL EBCE ENROLLEES *

						Ability Groups	
High School	Male	Female	Black	White	Below Average	Average	Above Average
Lafayette	14	13	4	23	3	13	11
Henry Clay	7	18	7	18	5	13	7
Tates Creek	13	16	1	28	4	17	8
Bryan Station	10	16	2	24	4	14	8

*Total number of students served in two twelve-week periods

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

April 21, 1977

MEMO #442 (For Information and Action)

TO:

FROM: Frances Ruhlin, EBCE Project Manager
Ed Murphy, Director of Vocational and Career Education

RE: EBCE Workshops on Sex-Fairness in Education and Employment
1. Monday, April 25
2. Monday, May 2

In compliance with the approved guidelines for the Experience-Based Career Education program, two workshops regarding sex-fairness in employment and education have been planned for the EBCE program staff, interested principals, counselors, and teachers.

Presumably, you are already aware of this workshop and have been invited to attend. The following information will serve as a reminder of the workshop times and locations:

1st Workshop Topics: (1) Teacher Awareness of Sex-Bias
(2) Guidelines for Developing Student Awareness of Sex-Bias and Sex-Role Stereotyping

Time: Monday, April 25, 4 - 7 p.m.
Location: G. S. Potts Building, Conference Room A
(Refreshments will be served)

We are requesting that all regular EBCE program staff members be in attendance plus at least one or two interested teachers and one or two interested counselors. Teachers and counselors who attend the entire three hour workshop will be paid a stipend of $5./hour or a total of $15.00.

It is hoped that at least one principal from each high school could be in attendance.

2nd Workshop Topics: (1) Sex-Fair Counseling as Related To Strategies for Students Making Career Decisions
(2) Assertiveness Training for Students Who Are Considering Non-Traditional Careers

Time: Monday, May 2, 4 - 7 p.m.
Location: G. S. Potts Building, Room 210
(Refreshments will be served)

7

MEMO #442 April 21, 1977

RE: EBCE Workshops

We are requesting that all regular EBCE program staff members be in attendance plus two or three other interested teachers and two or three interested counselors. Stipend arrangements are identical to the first workshop.

The same individuals may attend both workshops. And while principals are not specifically requested to attend, they are certainly invited.

It is our hope that through such workshops we will at least have begun the process of involving key staff members in planning strategies for appropriately dealing with sex-bias and sex-role problems. Each workshop will involve consultants on the identified topics.

Action Needed

We are asking that each EBCE learning manager notify the EBCE office of the names of the first workshop participants from their respective schools by Friday afternoon, April 22.

If there are questions or concerns regarding this information, please call.

FR/EM:dl

Sex-Fairness Workshop
Experience Based Career Education
Fayette County Public Schools
Lexington, Kentucky 40502

April 25, 1977

Conference Room A

4:00 p.m. INTRODUCTION .... Dr. Else Kessler-Bolotin and Allie Hendricks of Women, Incorporated

4:10-4:40 p.m.........."Tender Men and Strong Women" ......Dr. Bolotin and Ms. Hendricks

4:40-4:45 p.m..........break

4:45-5:30 p.m..........experiential exercise and group discussion.................. Dr. Bolotin and Ms. Hendricks

5:30-5:40 p.m......... break

5:40-6:15 p.m......... "Guidelines for Developing Student Awareness"
Conference Room A
Ms. Loris Points, Social Studies Teacher,
Lafayette High School
and
"Knowledge is Power: Pertinent Facts and Laws for Students"................. Conference Room E
Ms. Nancy Ray, Coordinator of Affirmative Action Program, University of Kentucky

break

6:20-6:55 p.m......... repeat above session

6:55-7:00 p.m......... WRAP-UP ....Conference Room A
Dr. Bolotin and Ms. Hendricks

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
EXPERIENCE BASED CAREER EDUCATION
701 East Main Street
Lexington, Kentucky 40502

May 23, 1977

MEMO # 497 (For Information and Action)

TO:

FROM: Frances Ruhlin, EBCE Project Manager
Ed Murphy, Director of Vocational and Career Education

RE: Re-scheduling of EBCE Workshop on Sex-Fairness in Education and Employment - Wednesday, June 1, 1977

The Experience Based Career Education program has received notification that funds have been approved for the second workshop regarding sex-fairness in employment and education. This workshop has been planned for the EBCE program staff, interested principals, counselors, and teachers.

Presumably, you are already aware of this workshop and have been invited to attend. The following information will serve as a reminder of the workshop time and location:

Workshop Topics: (1) Sex-Fair Counseling as Related to Strategies for Students Making Career Decisions
(2) Assertiveness Training for Students Who Are Considering Non-Traditional Careers

Time: Wednesday, June 1, 3:50 - 7:00 p.m.

Location: G. S. Potts Building
Conference Room A
(Refreshments will be served)

We are requesting that all regular EBCE program staff members be in attendance plus three or four other interested teachers and three or four other interested counselors. Teachers and counselors who attend the entire three-hour workshop will be paid a stipend of $5./hour or a total of $15.00.

Principals are not specifically requested to attend this workshop, but they are certainly invited.

It is our hope that through this workshop we will have begun the process of involving key staff members in planning strategies for appropriately dealing with sex-bias and sex-role problems. As with the first workshop, this one will involve consultants on the identified topics.

Action Needed

We are asking that each EBCE Learning Manager notify the EBCE Office of the names of the workshop participants from their respective schools by Friday, May 27th.

If there are questions or concerns regarding this information, please call.

FR/EM:brm

Sex-Fairness Workshop
Experience Based Career Education
Fayette County Public Schools
Lexington, Kentucky 40502

June 1, 1977

Conference Room A

4:00 p.m. **INTRODUCTION** .... Dr. Louise Dutt
Assistant Director of
University of Kentucky
Counseling & Testing Center

4:10 - 5:00 p.m. ..... "Strategies for Sex-Fairness Counseling"......Dr. Dutt

5:10 p.m. .... break

5:15 - 5:55 p.m. ..... "Strategies for Making Personal/Career Decisions"
Conference Room A
Ms. Linda Little and Ms. Susan Aten,
U.K. Counseling and Testing Center

and

"Assertiveness Training for Non-Traditional Careers"
Conference Room E
Ms. Linda Carpenter, Coordinator for
Center of Rational Behavior Therapy and Training

6:00 - 6:40 p.m....... repeat above sessions

6:45 p.m. .... WRAP-UP by Dr. Dutt

STUDENTS' SEX ROLE WORKSHOP

During the weeks of May 16-20 and May 23-27, we will be holding two workshops in the learning center to discuss the issue of sex role stereotyping. To prepare for these workshops, we are asking you to complete the following activities (1, 2 and 4 are required; 3 and 5 are optional). Dates and times for the two workshops and the due date for the activities will be announced.

ACTIVITIES

* 1) Read at least 3 articles (a total of at least 10 pages) on aspects of sex role stereotyping. You can use the Learning Center's resource file of articles. Take notes and record in your journal your reactions to the readings.

* 2) Be on the alert to notice incidents at home, in school or on your community site that show sex stereotyping attitudes. Record these incidents or comments in your journal.

3) You may want to start work on the Being A Responsible Family Member Competency. Record the amount of time required to complete the various activities. Record in your journal any comments made to you that reflect sex role stereotyping. Also, make note of your own reactions.

* 4) Write a brief paper explaining something that you would like to do (or had wanted to do) but that your sex had prevented it.

5) If you are interested in finding out more about this issue, a project on sex role stereotyping has been developed - it's worth 2 points of credit. See your LM to get a copy of the project.

JDodd:brm
5/5/77

Dodd 4/20/77

PROJECT FORM

STUDENT NAME ______________________ PROJECT TITLE SPECIAL PROJECT IN SEX ROLE STEREOTYPING

COMMUNITY INSTRUCTOR ______________________ COMMUNITY SITE ______________________

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project has been designed for the student who is particularly interested in studying sex role stereotyping in the home, school and jobs. The project can be in conjunction with activities for the student workshops on this topic.

STARTING DATE ______________

TARGET DATE ______________

DATE RECEIVED ______________

CRS CERTIFICATION ______________

CRITICAL THINKING WRAP-UP COMPLETE ______________

COMPLETION DATE ______________

FINAL GRADE ______________

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY ________ DATE ____________	RESOURCES	Unless otherwise specified, products a criteria will be negotiated with staff
1. EITHER: Complete the Being a Responsible Family Member competency. Keep a timetable of the amount of time it takes to complete the various activities. Keep a journal, recording your reactions and remarks made by others (friends, parent, etc.) concerning this activity.		Completed competency Timetable Journal
OR Read The Kitchen Sink Papers (by Mike McGrady). Keep a journal of your reactions as you read this book. Do you think that a "marriage contract" is a good idea--why or why not? Develop your own guidelines for a marriage contract. What does your contract reflect about what your expectations concerning your spouse and marriage are?		Journal Marriage contract
2. What are the divisions of work (cooking, cleaning, yard work, car maintainence, etc.) at your home. Are individuals' duties assigned by sex? by interest? by ability? If you had your own home, how would you like to see the responsibilities assigned? Why?		Listing and discussion of family members' tasks Discussion of the task division in the home, if you had one
3. Discuss some of your conclusions concerning family duties, marriage contract, etc. with others (your family, friends, dates, counselor, teachers, etc.). Record their reactions and ideas.		Write-up of others' reactions

EVALUATION

ACTIVITY ________ DATE ____________	RESOURCES	PRODUCTS/CRITERIA Unless otherwise specified, products and criteria will be negotiated with staff
4. Do an exploration in a non-traditional (for your sex) job. Why do you define this job as non-traditional? Why has this job been limited to one sex? Keep a journal while on the exploration. How many others of each sex are at this location? Did you encounter any special problems due to your sex? If so, how did you handle them? Would these problems prevent you (or someone of your sex) from working at this particular job? Record any comments made to you concerning the job (by co-workers, family, etc.) that reflect sex stereotyping ideas.		Completed exploration packet Journal
5. Interview at least two people (one male and one female) who are in non-traditional jobs. Write up their comments concerning any hardships, interesting incidents, etc. that they've encountered in their jobs due to their sex.		Interview questions Write-ups
6. Interview someone in a traditional role that strongly feels that the opposite sex should be excluded from this job area. What reasons do they give for their feelings? Are their reasons legitimate? What could be done to change their attitudes?	Male: truck driver construction worker minister Female: secretary nurse housewife	Interview questions Write-ups

EVALUATION

ACTIVITY ________ DATE ________	RESOURCES	Unless otherwise specified, products and criteria will be negotiated with staff
7. Talk with some people in traditional roles in the home or on the job. Are they happy (content) in these traditional jobs? What affect did their sex have on them in choosing their situations? Do they encounter any "predjudice" because they are in a traditional role? (such as being "just a housewife", a dumb jock, etc.)		Interview questions Write-ups
8. Are there instances of sex role stereotyping in the schools? Give one particular incident you have encountered in the school because of your sex. Discuss the areas of stereotyping (textbooks, athletics, etc.). What could be done to eliminate this stereotyping?		Discuss with LM
9. Read at least 5 resources (no less than 30 pates) on sex role stereotyping. Critique and react to the articles that you read.	Learning Center file of articles on sex role stereotyping	Article critiques
10. Attend the class workshops on sex role stereotyping. Record your reactions and those of the other workshop participants.		Journal recordings
11. scuss the following items: auvinist, effeminate, N.O.W., rogomy. Identify any other rms that you consider relevant to this topic.		Discussion of items

EVALUATION

TIVITY ________ DATE ________	RESOURCES	Unless otherwise specified, products and criteria will be negotiated with staff
Optional activity recommended for the girl involved in this project due to a real interest in the topic and in increasing her own awareness of herself.		
Read and react in a journal to How to Decide: A Guide for Women workbook.		Journal

LUATION

Speakers for Sex-Fairness Seminar

Deborah Yow	UK Women's Basketball Coach
Martha Layne Collins	Clerk to Supreme Court
Deanna Kincaid	Counter salesperson for machine equipment
Elizabeth Atinay	Architect
Jennifer Lail	Medical student
Edythe Hayes	Assistant Superintendent for Area II Fayette County Public Schools
Drs. Pam and Rory Remer	Assistant professors in Counseling and Psychology - University of Kentucky
Becky Pritchett	Police officer - Lexington Metro Police Dept.
Ann Marshall	News Director - WLAP Radio

SEX FAIRNESS WORKSHOP

I. Introduction of speakers

II. Discussion:

- A. Why did you decide on your job and how did you go about getting it?
- B. Have you had any problems in being accepted by others in your field, clients, etc. Is your credibility ever diminished due to your being male/female? What about promotions?
- C How has your career influenced your family/personal life?
- D. Can you think of any specific examples of experiences influenced by your being male/female?
- E. Include other issues that you feel are relevant.

III. Questions from students:

RTHA LAYNE COLLINS
CLERK

OFFICE OF THE CLERK
SUPREME COURT OF KENTUCKY
STATE CAPITOL, FRANKFORT, 40601

ROOM 20
(502) 564 4

May 26, 1977

Ms. Paula Pope
c/o Henry Clay High School
2100 Fontaine Road
Lexington, Kentucky 40502

Dear Paula:

Thanks again for inviting me to speak to the Experience Base Career Education class. I enjoyed meeting you and the students and hope to have another opportunity to visit your school again.

Enclosed is a brochure about the [illegible] new Supreme Court, and if there is a need for additional copies, just let me know.

Anytime I can help you, please do not hesitate to contact me.

Sincerely,

Martha Layne

Martha Layne Collins

MLC:en

Enclosure

APPENDIX E

STUDENT PLACEMENT

LSAF AND COMMUNITY INSTRUCTOR

1. Aero Metrics International, Inc.
   337 East Main Street

2. Airlines-
   Lex-Fayette Urban Co. Airport Board
   Allegheny Airlines - Bluegrass Field
   Eastern Airlines - Bluegrass Field
   Peidmont Airlines - Bluegrass Field
   Delta Airlines, Inc. - Bluegrass Field

3. American Red Cross
   1450 Newtown Pike

4. Armstrong and Lange (Dentists)
   2130 Nicholasville Road

5. Art Department, Inc.
   307 West Short Street

6. Ashland Florists
   656 E. Main Street

7. Ask Us, Inc.
   302 West Main Street

8. Dick Baker's Yamaha Music Center
   2327 Woodhill Drive

9. Barney Miller's Radio and TV
   232 East Main Street

10. Berthold and Grigsby Wholesale Florists
    1401 Delaware Avenue

11. Beverly Studio (Imperial Plaza)
    P.O. Box 8114 - Southland Station

12. Bluegrass Color Lab
    201 Kentucky Avenue

13. Bluegrass Regional Mental Health/Mental Retardation Board
    Off-Broadway House - 379 South Broadway Park

14. Cardinal Hill Hospital
    2050 Versailles Road

15. Carrier Ashland Service Station
    1498 Leestown Road

16. Central Bank and Trust Company
    163 West Short Street

17. A. B. Chandler Medical Center
800 Rose Street

18. Clays Mill Veterinary Clinic
625 Delzan Place

19. Climate Control Corporation
272 Big Run Road

20. Columbia Gas of Kentucky
166 Walnut Street

21. Joe Conrad Chevrolet Inc.
2800 Richmond Road

22. Cowden Manufacturing Co.
300 New Circle Road

23. Dawahare's Inc. (Department Stores)
1845 Alexandria Drive

24. Engineered Devices
680 Bizell Drive

25. Fayette Cooperating Nursery and Kindergarten
109 Rosemont Garden

26. Fayette Veterinary Clinic
144 East Reynolds Road

27. Haggard, Davison, and McGee Associates (Veterinarians)
233 New Circle Road NW

28. Helene's Bridal Boutique
1099 South Broadway

29. Howard and Haefey Florist and Garden Center
1120 Winchester Road

30. Hurst Printing Co.
257 East Short Street

31. Johnny Print Shop
547 South Limestone

32. Junior Achievement
2414 Palumbo Drive

33. Kentucky-American Water Co.
2300 Richmond Road

34. Lexington Fayette County Health Department
354 Waller Avenue

35. Lexington Fayette Urban County Government
136 Walnut Street

36. Lexington Fayette Urban County Government
Parks and Recreation Department - West Main Street

37. Lexington Herald Leader
239 West Short Street

38. Lexington Manor, Inc. (Ethan Allen)
2191 Nicholasville Road

39. Lexington Philharmonic
1800 South Limestone

40. Living Arts and Science Center
362 Walnut Street

41. Mayfair Manor Nursing Home
3300 Tates Creek Road

42. Fred F. Moore Music Co.
443 S. Ashland Avenue

43. Montgomery Motors
1111 New Circle Road

44. National Weather Service
Bluegrass Field - 4000 Versailles Road

45. B. L. Radden & Son Inc. Contractors
1018 New Circle Rd. NE

46. Reeds and Weeds
909 Winchester Road

47. Second National Bank and Trust Co.
123 Cheapside

48. Shirley's Dress Shop
2242 Zandale Shopping Center - Nicholasville Road

49. The Thimble
2260 Zandale Center

50. Track-16 Recording Studio
118 East Second Street

51. Transylvania Company (Office Suppliers)
139 West Short Street

52. Transylvania University
3rd and Broadway

53. University of Kentucky - Office of Admissions
Administration Annex

54. G. Reynolds Watkins Engineers
3399 Tates Creek Pike

55. Wenneker's Shoes
Lexington Mall - Richmond Road

56. WKYT-TV - Channel 27
Box 5037 - Winchester Road

57. WLAP Radio
Russell Cave Pike - P.O. Box 11670

58. WTVQ-TV - Channel 62
Bryant Road

59. Yamaha of Lexington (Motorcycles)
1275 Eastland Drive

60. YMCA
239 East High Street

61. YWCA
161 North Mill Street

LSAF BUT NO COMMUNITY INSTRUCTOR

1. Appalachian Shop - Lexington Center Mall
410 West Vine Street

2. Ball Homes Builders, Inc.
1316 Versailles Road

3. Federal Aviation Administration (Air Traffic Control)
Lexington Air Traffic Control Tower - Bluegrass Field

4. Lexington Children's Theater
333 Larch Lane

COMMUNITY INSTRUCTOR BUT NO LSAF

1. Brock-McVey Company
Midland Avenue Extended

2. Coleman/Graves Architects
167 West Main Street

3. First Security National Bank and Trust Co.
One First Security Plaza

4. Grubb Brothers Plumbing Co.
264 Big Run Road

5. Jerrico, Inc. (Restaurant Chain)
Big Run Road

6. Kentucky Educational Television (KET)
600 East Cooper Drive

7. Lansdowne Pet Gallery
3357 Tates Creek Road

8. Lexington Travel Center
3375 Tates Creek Road

9. Dr. D. L. Proctor (Veterinarian)
Muir Station Pike

10. Square D Company (Manufacutring)
1601 Mercer Road

11. Wallace, Turner, Trigg and Turner (Attorneys)
Room 404- 1st National Bldg.

12. WBLG-WKQQ Radio Station
1087 New Circle Rd. NE

13. Chevy Chase Small Animal Clinic
600 Euclid Avenue

NO COMMUNITY INSTRUCTOR, NO LSAF

1. Lexington Dodge Dealers
1560 New Circle Rd. NE

2. Sheraton Inn - Lexington South
RR # 7 - Athens Boonesboro Road

3. University of Kentucky - Student Publications
KENTUCKY KERNEL - 113 Journalism Building

4. Watkins and Associates (Consulting Engineers)
446 East High Street - P.O. Box 951

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
EXPERIENCE BASED CAREER EDUCATION
701 East Main Street
Lexington, Kentucky 40502

MEMORANDUM (For Information)

TO: EBCE Learning Managers
DATE: April 12, 1977

FROM: Fran Ruhlin
RE: Update Information from CRS/PA Meeting, 4/6/77

Though we have not met as a total staff in a couple of weeks, it is apparent through phone conversations with you that the program is going well in your school, barring the usual difficulties with starting up again.

AREA OF IMPROVEMENT

The recruiting staff - CRSs, PAs, and Bob - have been meeting every week and I think you are able to see the results of their hard work:

- -new sites being requested are systematically recruited
- -information on the site (i.e., site info contact sheets and first part of LSAFs) is now available to LMs
- -CI briefing and LSAFing are being done according to priority dates (and they are doing their best to get LSAFs to you as you need them, though this will be difficult in the beginning because of the number needed immediately
- -great improvement in the quality of info on Roladex cards

In addition, the recruiting staff is beginning to plan site visitations this week and this should help us tremendously in terms of a student's on-site progress, etc.

ITEMS OF INTEREST

Several items of interest developed out of last Wednesday's meeting, 4/6/77, and apply specifically to you:

1. When students fill out a New Site Request form, they must list the specific job they are interested in. This action will save much time for the recruiter who, otherwise, must call you to get the needed info.

2. Although there are sometimes mix-ups in planning, students must understand that when they request the recruitment of a new site, someone is spending hours setting this up for them and that they must plan to use the site.

3. Require of your students, if it's not already being done, that they first schedule an interview with their prospective CI (I believe most of you count this as the first day of Exploration). This will give the CI the opportunity to decide if, in fact, that this student should do an Exploration with them, discuss dress, times, dates, limits of exploratory activities, etc.

4. With LSAFs, Site Info Contact Sheets, and various brochures, etc., arriving from different sites, it would be appropriate for you to begin developing the Site Info File, if you have not already done so.

5. Copies of the Weekly Site Status Report (for the coming week) are not also needed by the recruiters in addition, to the other LMs and Barbara Miller. NOTE ONE CHANGE: Please add times and days for each student's placement as this will aid the recruiters in planning site visitations.

6. Check Memo #388, March 18th, for info re: placements in the school system. According to this S.O.P., the LM briefs the principals as to the nature of EBCE, etc. A list of briefed principals is attached. Some of you have routinely done this in person or by phone.

For a Learning Level, consider using Winnie's pre-designed project on elementary education. Or, if you prefer, call the teacher/CI by phone for a breakdown of tasks for an LSAF... or, consider using the attached list of tasks that Linda France picked up from job descriptions at Cardinal Hill Hosp.

POLICY STATEMENT

As you know, we set a policy stating that students could not carry more than two (2) regular high school courses while being in EBCE. After talking with Mark Brown, I think it best that we adhere to this as closely as possible.

A second item discussed with Mark related to competencies being worth ½ point. With four competencies, equalling a total worth of 2 points, there's no problem with each one being worth ½ point. However, we cannot run anything less than one point credit through the computer without jamming it up! This means two competencies will have to be combined in terms of "Area Receiving Credit."

STUDENT EVALUATION

I've had the opportunity to read student evaluations from one of the schools and would like to review those from the other schools. Generally, I felt good about students' responses which pointed out strengths and weaknesses in the last twelve weeks. In the area of weaknesses, students desired more feedback on explorations and competencies. They also seemed to want more interaction with recruiting staff about the site that they were going to, etc. Much of this is being corrected and I think we'll see a change. On the positive side, students felt they had gained poise, self-confidence, self-reliance, and a sense of independence. That's certainly part of our intent, so the entire staff deserves a pat on the back - we're headed in the right direction.

Have a good day!

FR:brm
cc: Mr. Ed Murphy
Members of EBCE Recruiting Staff (6)

BRIEFED PRINCIPALS

Breckinridge	Miss Williams
Bryan Station Jr.	Mr. Shifflett
Cassidy	Mrs. Friend
Deep Springs	Mrs. Weathers
Dixie	Ms. Keller
Julia R. Ewan	Mr. Hardin
Mary Todd	Mr. Randolph
Tates Creek Elem.	Mr. Allen
Tates Creek Jr.	Mr. Farneau
Yates	Mr. Kitchen

Possible Tasks for Elementary Education

Activities for Participation

1. To assist the classroom teacher in implementing the academic program. Example: teaching and drilling multiplication tables, oral reading to student.
2. To assist the teacher in preparation of student materials.
3. To assist the teacher in implementing behavior management programs.
4. To assist the teacher in collecting and charting data to be presented at staffings.
5. To attend parent conferences at the teacher's request.
6. To assist in field trips.
7. To perform certain clerical duties such as filing, typing, copying, and duplicating materials for classroom use.
8. To prepare stimulating bulletin boards to correlate with subject matter currently being studied in the classroom.
9. To assist with special programs or presentations for which the class is responsible. Example; for meetings, plays, etc.
10. To cooperate with all staff in assisting students to and from the classroom.
11. To cooperate with housekeeping. Example: keeping room in appropriate condition.
12. To operate AV equipment such as projectors, tape recorder, etc.

Activities for Observation Only

1. To develop individual academic and behavioral student-centered objectives.
2. To implement strategies to reach those academic and behavioral objectives.
3. To develop programs to increase student interest in academic skills, acquisition of occupational skills, and community activities.
4. To attend weekly staffing, and to present data compiled.
5. To maintain accurate records and data on each child enrolled in the program.
6. To work cooperatively with the staff in planning, scheduling, and executing individual student programs.

4/12/77

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
EXPERIENCE BASED CAREER EDUCATION
701 East Main Street
Lexington, Kentucky 40502

April 28, 1977

MEMORANDUM # 452 (For Information and Action)

TO: All EBCE Staff

FROM: Frances Ruhlin

RE: Recommended Changes in EBCE Program Standard Operating Procedures

EFFECTIVE IMMEDIATELY:

1. CRSs will perform site/job analysis and write LSAF for all existing sites. CRSs will prepare LSAF and LEARNING ACTIVITIES SHEET (see explanation sheet) for all new sites.

2. LMs will write LEARNING ACTIVITIES SHEET for any existing site which has already had an LSAF prepared. These (approximately 25) will be divided fairly. LMs will be encouraged to select sites for which they've already written projects (in these cases, backtracking and writing LEARNING ACTIVITIES should be fairly easy).

   Note:

   LEARNING ACTIVITIES SHEETS prepared this year by LMs and CRSs will be sent to respective CIs this summer for inspection, alteration or approval. By so doing , this will guarantee that each site info folder (LSAF, LEARNING ACTIVITIES SHEET, and any STUDENT SITE EVALUATIONS) will be ready for easy use by students/LMs next fall.

3. LSAF code system will be added to all existing LEARNING ACTIVITIES SHEETS and included in all those still to be written.

4. After Friday, May 6, no new sites are to be recruited unless special circumstances arise. Recruiting staff are to concentrate on LSAFs and LEARNING ACTIVITIES SHEETS.

5. Student Field Maintenance (this term can be defined as checking on the progress of the student) will become the responsibility of LMs. It can be accomplished primarily by phone, though by visitation when convenient or necessary. LMs will be provided with one half-day every other week for these responsibilities, and will be relieved by a recruiting staff member. Site maintenance (maintaining the site network itself by checking on the CIs understanding of his/her role and the work environment) will continue as a recruiting responsibility.

MEMO # 452 April 28, 1977

RE: Recommended Changes

6. Submission of weekly recruiter schedules will no longer be required on paper. Keeping the Program Office informed about activities and whereabouts will still be required.

7. Submission of CONTACT INFO SHEETS will no longer be required. Recruiting staff are encouraged to use these as an organizational tool, but submission of site information will be in the form of the ROLODEX CARD.

EFFECTIVE NEXT ACADEMIC YEAR:

1. Recruiter, upon receiving a NEW SITE REQUEST must have a minimum of four weeks of lead-time before declaring a site ready for use. Student's first choice of a site for exploration/learning level in a term must be made from existing sites.

2. During each 4-6 week cycle, LMs will perform Student Field Maintenance (by phone or visit) at all learning level sites. Maintenance time will be expanded to one half-day per week. (Average maintenance contact load will be 5-7 per week.)

3. Students will no longer receive individual copies of all competencies. Selection and enrollment will be handled through the use of a COMPETENCY LENDING LIBRARY and RESOURCE FILE to be developed in each Learning Center. The library will consist of 10 copies per competency, which students check out and return. Each competency will be color-coded according to its need for appropriate support materials. Materials needed, but not generally available in students' own homes, will be kept in the RESOURCE FILE. Their use will be scheduled and checked out (used in the center whenever possible). Color-coding will suggest when a student needs to use the RESOURCE FILE.

4. A system for obtaining community input into key phases of the program will be developed through the creation of various task force groups. One such group will be aiding the program by identifying competency certifiers.

5. STUDENT PROFILES will be structured and standardized for all Learning Centers.

6. The role/responsibilities of each school's Guidance Counselor(s) in the EBCE Program will be further defined in an attempt to clarify their roles.

7. The three "how-to" checklists (interviewing, debriefing, etc.) will be included in the program's STUDENT HANDBOOK and incorporated into the Student Orientation activities.

FR:brm
cc: Mr. Leo H. Brewsaugh, Principal, Bryan Station
Mr. Bill C. Hurt, Principal, Henry Clay
Mr. Dwight L. Price, Principal, Lafayette
Mr. R. Warren Featherston, Principal, Tates Creek

LEARNING ACTIVITIES SHEET

WHAT IS IT

Developed from the job analysis portion of each LSAF, the LEARNING ACTIVITIES SHEET is a listing of activities designed to provide exposure and insight through practice into the specific career field. The list is adequately comprehensive to serve as a source in developing explorations and learning level. Activities vary in difficulty and complexity, some providing simple task "sampling", and others serving as concentrated studies. Each activity is coded according to the system in use on the LSAFs. The CI is given the opportunity to review and revise the activities. When completed, he/she has a good idea what specific things may take place on an exploration or learning level.

HOW IS IT USED

The LEARNING ACTIVITIES SHEET is written by a recruiter from the LSAF and approved by the CI. When a student expresses an interest in an Exploration or Learning Level, the LM will pull the appropriate LAS. After determining the student's strengths and weaknesses, interests, and learning style on the basis of the STUDENT PROFILE, the LM matches these individual characteristics with the coded, approved activities listed on the LAS. The LM also prepares a time frame and completion deadline for the individual project. The number and arrangement of activities will vary from student-to-student, as well as from Exploration to Learning Level.

WHAT VALUE DOES IT HAVE

1. The task of writing individual projects will be systematized and made easier for LMs.
2. The CI knows what to expect when a student shows up for an Exploration or Learning Level.
3. Approved, pre-determined activities allow for individualization while providing some consistency in learning experience.
4. Students are relieved of the burden of introducing for the first time and justifying their project to the CI.

APPENDIX F

PROGRAM EVALUATION

April 25, 1977

Appalachia
Educational
Laboratory

Mr. Edward B. Murphy, Director
Career and Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Ed:

This letter is intended to document the insights and perceptions that I obtained during my April 19 and 20 visit to the four EBCE high schools in Lexington.

I was very impressed with what I saw during this visit. It was obvious that substantial progress had been made in terms of site recruitment and related procedural activities. Conversation with the Learning Managers and Project Director and the opportunity to observe a Recruiters meeting confirmed this progress.

There are some major issues or areas of concern that still appear to impact total program implementation procedures and consequently need to be dealt with in order that a successful installation occurs.

1. There is evidence that the Contact Person at some experience sites has selected but never informed or briefed the CIs as to their role. Consequently, students arrive at the sites expecting to do/observe certain tasks. Since the CIs haven't been briefed, they won't permit students to do certain tasks. If LSAF's were completed before Exploration Levels occur (rather than just before a Learning Level occurs) and the CI had a copy of the LSAF, this problem could be alleviated. Utilization of an uninformed community can be disastrous to the program. Some LM's did express a positive stature about the new formatting of the LSAF's.

2. There were several requests for meetings with only LM's present -- several LM's felt that ideas, materials, and procedures could be shared at such meetings.

3. Although the EBCE program operates in four separate buildings (each of which has its own unique characteristics), the perceived impression of some LM's was that they could/should all be exactly the same. Thus standardization became the rule. I believe that the process (which translates into the NWREL model) can be the

Appalachia Educational Laboratory, Inc. • Experiential Education Division
20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304
(304) 344-8371

same; individuality can exist as a function of individual student differences and be expressed through the individualized and personalized student projects.

4. Some concern was expressed that the NWREL model was developed with different persons fulfilling individual roles. These individual roles were consolidated into fewer roles for implementation purposes. Thus an LM at an implementation (Part D) site is responsible for tasks whose scope is greater than 1.0 FTE (as defined in the NWREL model).

5. Several staff members expressed concerns about needing time to visit community sites to see what students were doing. The solution to this problem during the period of federal funding may not be a solution once local funding takes over. (The problem seems to be related to the school law that a certified teacher-type must be in the classroom at all times.) One LM felt that a minimum of 1/2 day per week was needed for site visitation.

6. There is still some concern that projects and other materials are not being shared with all LM's.

7. Disagreement exists among LM's as to whether reservation of community sites many weeks in advance should occur. The continuum of opinions ranges from appropriate to "unsound."

8. Decisions need to be made (or reiterated) and LMs informed as to the student admissions policy as it relates to program entrance-exit. Is an EBCE student required to be in the program all year (Periods 1, 2, and 3) or can he/she be in for some combination of the trimesters? (1 only, 2 only, 3 only, 1 and 2, 1 and 3, or 2 and 3).

9. There was some concern that EBCE staff activities be scheduled in conjunction with the regular school schedule.

10. The suggestion was made to set up CI briefing/debriefing meetings where dynamic CIs who have had successes with EBCE and EBCE students be involved. This community/student communications system could help infusion activities. As stated in my March 11, 1977 letter the establishment of a separate EBCE Community Advisory Council could also enhance implementation and communication activities.

11. The use of "See Me" placements should be kept to a minimum. If LSAFs are produced properly, this type of placement can almost be eliminated. LSAFs should not be student-specific (i.e., designed for just one student) but should be site-specific and thus based

on a task analysis of roles within a site which would therefore be usable by all students.

12. Clarification of procedures/responsibilities for site visitation/maintenance needs to be done (this also relates to point #5 above).

13. Roles and responsibilities of EBCE staff need to be clarified in writing. Are the CRS/PAs responsible to the LMs (who in turn have total responsibility for the students' programs), the reverse, or just what?

14. Intragroup personality conflicts, internal personnel strife, and appropriate management styles need to be investigated. Negative attitudes and behaviors (including defensiveness, non-participation, subversiveness, insubordination) can disrupt the program and diminish its impact and its potential life span.

In summary, while the totality of the implementation activities deserves a very high (positive) rating, an accumulation of small problem areas can lead to a snowballing effect with negative program impact. Such issues should be investigated and resolved. Nonetheless, process objectives associated with program implementation appear to be on or ahead of schedule. Indicators of positive student impact (social/affective domain) can also be seen.

If you have any questions, please do not hesitate to call.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Dr. Harold Henderson
Becky Watts
Fran Ruhlin

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET N.E.
ATLANTA, GEORGIA 30323

OFFICE OF EDUCATION

May 16, 1977

Room 555

5-19-77
xc: ~~[illegible]~~
Sr. High School Principals & Assoc.
EBCE Program Staff
Tom Dunn
Mark Brown
~~Frank Sanders~~
for your information
E. Murphy

Mr. Edward Murphy
Fayette County Board of Education
701 East Main
Lexington, Kentucky 40502

Dear Mr. Murphy:

Our evaluation team appreciated the privilege of visiting with you and your staff on May 4-6 to review the progress made through EBCE. We are most grateful for the warm hospitality extended to us during our on-site visit.

You are to be commended for assembling a very fine dedicated professional staff who appear to be sensitive to the needs of the individual participants in the program. The leadership from the project coordinator is enthusiastic and strong. She has an excellent understanding of experienced based career education concepts and related well to all aspects of the program. The staff members are "experts" in their major field of English. This gives the communication component strong emphasis. In order for the project ultimately to achieve its potential for providing a broad scope of information and experience for future participants, the staff should provide expertise from several subject areas. To do this, the staff needs a more comprehensive orientation to the total educational program and more teachers from other subject areas should be directly involved in training sessions and in working cooperatively with the staff.

The evaluation team believes that there is some strong administrative support and understanding of the basic EBCE activities being currently pursued by the program. We congratulate you on the inservice opportunities you provided administrators in the early stages of planning. Their participation in the training program at the Northwest Lab will be a key factor in the future of your program. We recommend that administrators continue to be involved actively in training and in service. Especially we are interested in those principals who were not involved in the early period, be given a special opportunity to participate.

One of your project strengths was the ability to implement the program with a shortened developmental lead time. This was due in part to the training you provided your administrators and representative teachers and to the expertise of the project director and project coordinator.

Our team saw evidence of enthusiasm among the participating students for their work. The selection process must have been a wise one bringing into the program students who can benefit from these experience in a special way.

The project is pursuing a definite course of action in the attempt to eliminate sex bias and sex stereotyping. To strengthen your efforts in this area, we recommend that you conduct a seminar emphasizing the non-traditional exploration aspects. Included in this might well be attention to: (1) attitudes over projects (2) guidance (3) learning center materials.

The team was very pleased with the efforts which have been made to develop a credit conversion system for the awarding of academic credit to EBCE students on successful completion of exploratory experiences. This should encourage teachers to become more involved in the program. We found no problems with the Lexington implementation of the Northwest Lab in this respect.

In a review of the physical facilities, our team found that the facilities for the program are inadequate - very inadequate at Bryan Station and inadequate at Lafayette High School (we did not visit the other two facilities because of limited time). Prior to the second year of implementation with its increase of participants, provision must be made for adequate facilities. The facilities should include private space for the learning manager and privacy for counseling. Space at Bryan Station is inadequate for participants - too small and too noisy. All four learning centers must be large enough to provide satisfactory space for the increased enrollments. More materials and resources are needed at each center. Another major concern of the team was the lack of counselor time and involvement in the EBCE program. There seems to be very little group and/or individual guidance except as learning managers provide it. This dual role of the managers weakens their function as managers because of the time factor. Students are also without the services of a counselor at times when needed. Our strong recommendation is that the project employ a full-time counselor or counselors specifically for EBCE. Private space must provided for counseling.

We believe that specific steps must be taken to ensure that successful aspects of EBCE are incooperated into the vocational education programs. Communication between staff and vocational teachers has taken place. Steps beyond oral communication are needed to fulfill this objective. We realize that vocational courses are considered as "community sites" but don't vocational students needthe skill areas as well as EBCE Students?

Although a Career Education Board exists, it has no direct input/output with regard to EBCE. Therefore, we recommend that a Career Education Council specifically for EBCE be established and maintain contact with staff as an advisory board.

The project has made excellent provision for students to be transported to and from their community learning sites. They are covered by insurance both while being transported and while involved in work-related activities in the community.

The overall evaluation of the project is positive. There are many strengths and much progress has been made. The impact on the students is obvious. But there are provisions to be met. Therefore, in summary, in order for the project to be continued as a federally funded program, the evaluation team recommends that the following provisions be met:

(1) Employ a counselor and/or counselors specifically for EBCE

(2) Provide adequate physical facilities for students and staff with privacy for manager and counselors.

(3) Infuse project concepts into the regular classrooms. Involve academic teachers to a greater degree

(4) Involve administrators and teachers in a continuation inservice program

(5) Conduct seminars on non-traditional roles of women and men

(6) Involve teachers from disciplines other than English in planning and implementation

Again our evaluation team commends you for some excellent work. We look forward to your moving into your second year of implementation.

Sincerely,

Ellen Lyles

Ellen Lyles, Program Officer
Occupational and Adult Education

EL/lrn

cc: Mr. Lou Perry
Dr. Joe Shively
Mrs. Joyce Cook
(Files)

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

May 19, 1977

MEMO #490 (For Information)

TO: Leo Brewsaugh, Warren Featherston, Bill Hurt, and Dwight Price

FROM: Ed Murphy and Frances Ruhlin

RE: Experience-Based Career Education Program Review

On May 5 and 6, Ms. Ellen Lyles, Regional U. S. O. E. Program Officer visited the Fayette County School System in order to review the progress of our E.B.C.E. program. Accompanying Ms. Lyles were Dr. Joe Shively, our third-party evaluator from the Appalachia Educational Laboratory, and Lou Perry, Coordinator for Exemplary Programs from the State Department of Education. The attached letter provides the reactions and recommendations of this team.

In the near future we would like to meet with you, your E.B.C.E. staff members and any other persons you deem appropriate in order to discuss possible solutions to the identified problems. We will be asking the E.B.C.E Learning Manager in your school to coordinate finding an acceptable meeting date at your school.

EM/FR:dl

cc: Senior High School Associate Principals
Tom Dunn
Mark Brown

Fayette County Public Schools
701 East Main Street
Lexington, Kentucky 40502
Telephone 606-259-1411

June 28, 1977

Ms. Ellen Lyles, Program Officer
Occupational and Adult Education
Department of Health, Education & Welfare
Region IV
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Dear Ellen,

Upon receipt of your letter of May 16, 1977, copies of that document were mailed to all EBCE program staff, senior high school principals and associate principals, Tom Dunn, Mark Brown and Frank Sanders. It was our feeling that all involved personnel should be aware of the strengths and weaknesses in our EBCE program that you emphasized. At that point, Frances Ruhlin and I scheduled meetings at each high school with the principal and the EBCE staff that served the particular school. In this meeting, we reviewed all of your comments and recommendations and identified possible solutions to the problems. To see what action has been planned, please review the attached copies of memos to each high school principal. We feel that our planned course of action will satisfactorily fulfill each of your major recommendations.

You will note that because of budgetary restraints and staff commitments already made, we are unable to hire a counselor specifically for the EBCE program. However, the matter of counseling needs for our students has been discussed extensively with the staff and principals. At each high school, you will see on the attached memos that plans are to do a systematic assessment of the counseling needs of EBCE students and then to make arrangements whereby these needs are met by the EBCE staff and the ongoing counseling department. This arrangement may be less than what is ideal, however, it was the consensus of opinions that we must plan the EBCE program to be continued after federal funding ends. And with our current pupil/counselor ratio, it would probably be unwise for us to attempt to staff a full time counselor only for the EBCE program.

Other recommendations that you have made are in various stages of implementation, such as the elimination of sex-bias. The interim report will explain action being taken.

Also, we will be in correspondence with you in the near future in regards to possible amendments in EBCE staff job descriptions that will more accurately reflect current student and program needs.

With the close of our first year of EBCE, we feel extremely positive about the values of this type of program for young people. In the past few months, an enormous amount of progress has been made in our program and I feel that this can be directly attributed to our excellent staff and the support of the principals and other school personnel. We feel especially good about our progress after having compared notes with other EBCE sites at our Denver meeting.

Should you have further concerns or questions regarding our plans, please contact me.

Sincerely,

Ed Murphy

Edward B. Murphy, Director
Vocational & Career Education

EBM:dl

Enclosures

cc: Frances Ruhlin ✓
Frank Sanders
Tom Dunn
Mark Brown

Fran Ruhlin

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

May 26, 1977

MEMORANDUM: (For Information)

TO: Dwight Price, Rex McHatton, Winnie Haddix and Julie Dodd

FROM: Ed Murphy and Fran Ruhlin

RE: EBCE Program Review Conclusions, May 25

Following our meeting and discussion of Ms. Ellen Lyle's letter, it seemed like a good idea to summarize our conclusions regarding the six recommendations she has made. These include:

Item 3 - "Infuse project concepts into the regular classrooms. Involve academic teachers to a greater degree."

Item 4 - "Involve administrators and teachers in a continuation in-service program."

Item 6 - "Involve teachers from disciplines other than English in planning and implementation."

Conclusions and action to be taken

It was felt that items 3, 4 and 6 are being achieved to varying degrees but that improvement is needed. In order to more fully accomplish each of these recommendations, a school level faculty advisory committee will be established which will contain representatives from the various academic disciplines plus at least one counselor and one principal. Membership on this committee will be determined before the close of the 1976-77 school year. This committee will prepare recommendations as to how items 3, 4, and 6 can be more fully accomplished. In the meantime, the EBCE program staff will begin planning specific activities, pertinent to this matter, prior to the opening of the 1977-78 school year.

Item 2 - "Provide adequate physical facilities for students and staff with privacy for manager and counselors."

Conclusions and action to be taken

Current plans are to make an adjoining room available to the current EBCE learning center. This will provide a source of complete privacy for the learning manager and counselor(s) when such is needed.

Item 5 - "Conduct seminars on non-traditional roles of women and men."

Conclusions and action to be taken

Activities defined in the EBCE program implementation proposal are in various stages of planning and implementation as per item #5. Current activities are on schedule with the original EBCE proposal. However, the faculty advisory committee will make further recommendations on this matter.

Item 1 - "Employ a counselor and/or counselors specifically for EBCE."

Conclusions and action to be taken

According to the EBCE staff counseling needs for EBCE students basically fall into two categories: group and individual counseling. The principals and staff feel that the long term implementation of EBCE requires that the program and supportive services be fused into the ongoing school program. As such, it is necessary to determine (1) specifically, the counseling needs of EBCE students and (2) how such counseling needs can be met by the EBCE staff and the regular counselors within the high school. To determine the above, certain actions are planned:

1. A counselor will serve on the faculty EBCE advisory committee.
2. The EBCE staff will identify specific counseling needs that are not being fully met
3. A proposed plan for EBCE program/counselor interaction will be prepared prior to the opening of the 1977-78 school year. This plan will contain the input of the EBCE staff, the counseling department and the principals.

Under current budgetary constraints, a separate counseling position for the EBCE program is not possible.

Should you have any questions regarding this material, please call.

EM/FR:dl

cc: Tom Dunn
Mark Brown
Frank Sanders

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

June 27, 1977

MEMORANDUM: (For Information)

TO: Mr. Leo Brewsaugh, Paul Rhorer, Tom Jones - Bryan Station High School

FROM: Ed Murphy and Fran Ruhlin

RE: EBCE Program Review Conclusions, May 27 Meeting

Following our meeting and discussion of Ms. Ellen Lyle's letter on the above date, the conclusions regarding the six recommendations have been summarized. These include:

Item 3 - "Infuse project concepts into the regular classrooms. Involve academic teachers to a greater degree."

Item 4 - "Involve administrators and teachers in a continuation in-service program."

Item 6 - "Involve teachers from disciplines other than English in planning and implementation."

Conclusions and action to be taken

Much progress has been made regarding each of the above items but further improvement is needed. In accomplishing the above recommendations, a cross section of the faculty members will be identified by the principal and learning manager (LM) who will serve as EBCE advisors and members of the school's EBCE staff advisory committee. Under the leadership of the LM, specific plans on how to more fully accomplish the above recommendations will be developed. In the meantime, the EBCE program staff will begin planning specific activities, pertinent to this matter, prior to the beginning of the 1977-78 school year.

Item 2 - "Provide adequate physical facilities for students and staff with privacy for manager and counselors."

Conclusions and action to be taken

The Bryan Station staff is currently exploring the possibility of relocating the learning center in an area that would provide the needed privacy for program activities. In addition, portable partitions, a study carrel, and work tables are being obtained for the learning center to further enhance the needed arrangement.

Item 5 - "Conduct seminars on non-traditional roles of women and men."

RE: EBCE Program Review Conclusions June 27, 1977

Conclusions and action to be taken

Activities defined in the EBCE program implementation proposal are in various stages of planning and implementation as per item #5. Current activities are on schedule with the original EBCE proposal. However, the faculty advisory committee will make further recommendations on this matter.

Item 1 - "Employ a counselor and/or counselors specifically for EBCE."

Conclusions and action to be taken

According to the EBCE staff, counseling needs for EBCE students basically fall into two categories: group and individual counseling. The principals and staff feel that the long term implementation of EBCE requires that the program and supportive services be fused into the ongoing school program. As such, it is necessary to determine (1) specifically, the counseling needs of EBCE students and (2) how such counseling needs can be met by the EBCE staff and the regular counselors within the high school. To determine the above, certain actions are planned:

1. A counselor will serve on the faculty EBCE advisory committee
2. The EBCE staff will identify specific counseling needs that are not being fully met
3. A proposed plan for EBCE program/counselor interaction will be prepared prior to the opening of the 1977-78 school year. This plan will contain the input of EBCE staff, the counseling department and the principal.
4. Mr. Rhorer will serve on the school's counseling committee.

Under current budgetary constraints, a separate counseling position for the EBCE program is not possible.

If this document has not, in your opinion, summarized accurately our conclusions and plans, please notify us.

EM/FR:dl

cc: Mr. Dunn
Mr. Brown
Mr. Sanders

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

June 27, 1977

MEMORANDUM: (For Information)

TO: Mr. Bill Hurt, Paula Pope, Tom Jones - Henry Clay High School

FROM: Ed Murphy and Fran Ruhlin

RE: EBCE Program Review Conclusions, May 31 Meeting

Following our meeting and discussion of Ms. Ellen Lyle's letter of May 16, 1977, it seemed like a good idea to summarize our conclusions regarding the six recommendations she has made. These include:

Item 3 - "Infuse project concepts into the regular classrooms. Involve academic teachers to a greater degree."

Item 4 - "Involve administrators and teachers in a continuation in-service program."

Item 6 - "Involve teachers from disciplines other than English in planning and implementation."

Conclusions and action to be taken

It was felt that items 3, 4 and 6 are being achieved to varying degrees but that improvement is needed. In order to more fully accomplish each of these recommendations, a school level faculty advisory committee will be established which will contain representatives from the various academic disciplines plus at least one counselor and one principal. This committee will prepare recommendations as to how items 3, 4, and 6 can be more fully accomplished. In the meantime, the EBCE program staff will begin planning specific activities, pertinent to this matter, prior to the opening of the 1977-78 school year.

Item 2 - "Provide adequate physical facilities for students and staff with privacy for manager and counselors."

Conclusions and action to be taken

It was indicated that the EBCE learning center would be relocated in a larger room, one that contained adjoining private space that could be used for LM privacy and student counseling. Portable partitions, tables and study carrels are being obtained to further equip the learning center.

Item 5 - "Conduct seminars on non-traditional roles of women and men."

Conclusions and action to be taken

Activities defined in the EBCE program implementation proposal are in various stages of planning and implementation as per item #5. Current activities are on schedule with the original EBCE proposal. However, the faculty advisory committee will make further recommendations on this matter.

Item 1 - "Employ a counselor and/or counselors specifically for EBCE."

Conclusions and action to be taken

According to the EBCE staff counseling needs for EBCE students basically fall into two categories: group and individual counseling. The principals and staff feel that the long term implementation of EBCE requires that the program and supportive services be fused into the ongoing school program. As such, it is necessary to determine (1) specifically, the counseling needs of EBCE students and (2) how such counseling needs can be met by the EBCE staff and the regular counselors within the high school. To determine the above, certain actions are planned:

1. A counselor will serve on the faculty EBCE advisory committee.
2. The EBCE staff will identify specific counseling needs that are not being fully met
3. A proposed plan for EBCE program/counselor interaction will be prepared prior to the opening of the 1977-78 school year. This plan will contain the input of the EBCE staff, the counseling department and the principals.

Under current budgetary constraints, a separate counseling position for the EBCE program is not possible.

Should you have any questions regarding these conclusions, please call.

EM/FR:dl

cc: Tom Dunn
Mark Brown
Frank Sanders

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
LEXINGTON, KENTUCKY

June 27, 1977

MEMORANDUM: (For Information)

TO: Mr. Warren Featherston, Nancy Freeman, Julie Dodd - Tates Creek High School

FROM: Ed Murphy and Fran Ruhlin

RE: EBCE Program Review Conclusions, May 27 Meeting

Following our meeting and discussion of Ms. Ellen Lyle's letter of May 16, 1977, it seemed like a good idea to summarize our conclusions regarding the six recommendations she has made. These include:

Item 3 - "Infuse project concepts into the regular classrooms. Involve academic teachers to a greater degree."

Item 4 - "Involve administrators and teachers in a continuation in-service program."

Item 6 - "Involve teachers from disciplines other than English in planning and implementation."

Conclusions and action to be taken

It was felt that items 3, 4 and 6 are being achieved to varying degrees but that improvement is needed. In order to more fully accomplish each of these recommendations, a school level faculty advisory committee will be established which will contain representatives from the various academic disciplines plus at least one counselor and one principal. This committee will prepare recommendations as to how items 3, 4, and 6 can be more fully accomplished. In the meantime, the EBCE program staff will begin planning specific activities, pertinent to this matter, prior to the opening of the 1977-78 school year.

Item 2 - "Provide adequate physical facilities for students and staff with privacy for manager and counselors."

Conclusions and action to be taken

It was indicated that the learning center will be located within the same room for the 1977-78 school year. Because of the manner in which students are scheduled for community based activities, it was felt that the size of the room is generally adequate. However, in order to provide further privacy for the learning manager and needed counseling services within the learning center, portable partitions are to be installed. Student study carrels and work tables are also being acquired for the learning center.

Item 5 - "Conduct seminars on non-traditional roles of women and men."

Conclusions and action to be taken

Activities defined in the EBCE program implementation proposal are in various stages of planning and implementation as per item #5. Current activities are on schedule with the original EBCE proposal. However, the faculty advisory committee will make further recommendations on this matter.

Item 1 - "Employ a counselor and/or counselors specifically for EBCE."

Conclusions and action to be taken

According to the EBCE staff counseling needs for EBCE students basically fall into two categories: group and individual counseling. The principals and staff feel that the long term implementation of EBCE requires that the program and supportive services be fused into the ongoing school program. As such, it is necessary to determine (1) specifically, the counseling needs of EBCE students and (2) how such counseling needs can be met by the EBCE staff and the regular counselors within the high school. To determine the above, certain actions are planned:

1. A counselor will serve on the faculty EBCE advisory committee.
2. The EBCE staff will identify specific counseling needs that are not being fully met
3. A proposed plan for EBCE program/counselor interaction will be prepared prior to the opening of the 1977-78 school year. This plan will contain the input of the EBCE staff, the counseling department and the principals.

Under current budgetary constraints, a separate counseling position for the EBCE program is not possible.

Should you have any questions regarding these conclusions, please call.

EM/FR:dl

cc: Tom Dunn
Mark Brown
Frank Sanders

Learning Manager Notes

"One of the first rewards the staff could chalk up on their 'winboard' this twelve weeks was the case of A.L. A. was a very timid young lady whose primary interest was in the clerical/secretarial field. However, A. was so timid that her speech was a quivering, barely audible squeak. By bolstering her confidence both through daily pep talks and placing her at a site as a legal secretary where her sizeable secretarial talents could be implemented, within three or four weeks A.'s speech pattern became confident, audible, and quite pleasant."

"G.M. was a chronic absentee who literally begged for a chance to be admitted to the program, during this last quarter of his high school education, to try some work in veterinary medicine and pharmacy. He began the quarter with the typical haughty-rich kid-senioritis attitude and steadily became more enthused and 'into' the program until he told me last week that 'no one could have a better site' than he in the University of Kentucky Medical Center's Pharmacy."

"M.R. is so interested in her Respiratory Therapy placement at the Medical Center that she has applied to Lexington Technical Institute for their Respiratory Therapy program. And she has been so dedicated at her placement that they may have hired her for the summer to maintain their equipment room."

Community Instructor Notes

"J. was always enthusiastic and very cooperative. She was a real asset to our program and a very mature and trustworthy worker. J. was really not with us long enough to assess all areas of the evaluation. It would have been nice if she had been assigned for a longer period of time. If J. becomes available we would be very pleased to accept her again as a worker. She has a tremendous amount of potential in the health care field as well as human relations."

"Thanks so much for sending M. to us this past month. She has been faithful, on time each day, a 'hit' with the kindergarten kids, and a real help to me. I feel she has given much of herself to us, and hopefully she has found something in her experiences here that will help her in the future. I think she found some personal gratification in working with the children. She realizes now that she has a potential to lead younger people, and handle some situations with ease. Your EBCE program is a real success in our school, and if we can be of help in the future, let us know."

Student Journal Entries

"This was my first week at C.E. and it has been great. There is no way I can say too many good things about my Community Instructor, D.S. I've learned so many new things this week. It's almost unbelieveable but I feel as though I've learned more this week than the whole other seven and a half months we've been in school. It's terrific! I feel really great."

"When I think about all of the things that I have done and all of the places I've been in the past twelve weeks, it makes me feel really great. I feel that I have really done something.

My personality has changed some. Mom says that I am more aggressive and have more self confidence.

Usually when you look back at a school year you just say, 'I'm glad that's over', but in EBCE I could go to school forever. I feel that I am really learning something. EBCE is what you make of it."

APPENDIX G

STUDENT SAFEGUARDS

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
EXPERIENCE BASED CAREER EDUCATION
701 East Main Street
Lexington, Kentucky 40502

Dear

The Experience Based Career Education Project is approaching the end of the second twelve weeks grading period, and despite the usual growing pains for a new program, the students and community participants seem pleased with the activities.

As stated in the fall, students may use the local transit system in going to and from community sites. LexTran tickets are provided by the EBCE program; however, some students prefer to use their own cars which is agreeable to the program as occasionally sites are not on a bus route. The Fayette County Board of Education has accident insurance on EBCE students that carries the following stipulation: the policy will not include more than any one student in a single car. In addition, if students drive their own cars more than 20% of the time, the insurance company will discontinue this element of the coverage.

Hopefully, this clarifies any questions you may have had regarding this matter; however, please feel free to call if you desire further information.

In closing, I would like to thank you for your interest and support in this new educational venture. EBCE students have a unique opportunity to become involved in some very valuable educational activities that are generally not available to high school students.

Sincerely,

Frances Ruhlin,
Project Manager
Experience Based Career Education

FR:brm

BIBLIOGRAPHY

Hoyt, Kenneth B. "Why Johnny and Joann Can't Work." Occupational Outlook Quarterly, Summer, 1977, pp. 1-2.

Jenkins, John D. "A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region." An Interim Report submitted to the U.S. Commissioner of Education under provision of Section 142 (c) of Part D, Public Law 90-576, December, 1974.

APPENDIX H

FINAL EVALUATION REPORT

FINAL EVALUATION REPORT
for the
Fayette County Part D
Experience-Based Career Education Program
Lexington, Kentucky

Project No. 502-AH6-0002
Grant No. G04-76-03002

Joe E. Shively, Ph.D.
Rebecca Watts, M.S.

Experiential Education Division
Appalachia Educational Laboratory
Charleston, West Virginia
August, 1977

ACKNOWLEDGMENTS

This Final Evaluation Report has been produced through the efforts of numerous individuals. Fayette County EBCE Program personnel contributed significantly to the successful completion of many evaluation data collection activities. They coordinated the activities and collected the data from their EBCE students and comparison students. Rose Peterson was responsible for aggregation and coding of all evaluation data. Final typing of this report was completed by Carolyn Davis, who also provided substantial input to the editing process.

Published by the Appalachia Educational Laboratory, a private non-profit educational research corporation. The work contained herein has been developed pursuant to a subcontract with the Fayette County Board of Education, Lexington, Kentucky, through monetary support from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed in this document do not necessarily reflect the positions or policies of the U. S. Office of Education or the Fayette County Board of Education, and no official endorsement should be inferred.

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INTRODUCTION

Educational patterns in American high schools have changed only slightly in the last 50-75 years. However, strong and convincing arguments exist for making changes in schools and their curricula. The Committee on Secondary Education (1972), the National Commission on the Reform of Secondary Education (1973), the Commission on Non-Traditional Study (1973), the Special Task Force to the Secretary of HEW (1973), Silberman (1970), Marland (1974), Coleman (1973), the National Panel on High Schools and Adolescent Education (1975), and the public at large (Kappan, 1973) have all stressed the importance of educational options which involve action learning and community utilization.

These national commissions, scholarly symposia, parent pressures and student protests all have demonstrated that alternatives to traditional schools are necessary. It was this same climate that caused the U. S. Office of Education in 1971 to award four laboratories (Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory, and Research for Better Schools) contracts to develop community-based experiential education programs. The Experience-Based Career Education (EBCE) programs, in short, are an attempt to provide students with learning opportunities which are realistic in terms of the actual demands and possibilities of adult life, and relevant in terms of what each individual student wants to learn. Thus, it hopes to provide a balanced perspective regarding the role of the learner, subject matter, and the learning process. But the impetus for dissemination of a program such as EBCE came much earlier.

National Involvement

Part D of the Vocational Education Act of 1963 provided for federally administered grants and contracts for Exemplary Projects in Vocational Education. The purposes of these exemplary projects were to: (1) create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational education; (2) promote cooperation between public education and manpower agencies; (3) broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socio-economic, or other handicaps; and (4) provide for the participation in the program of students enrolled in private nonprofit schools.

These projects were to be conducted under grants or contracts awarded by the Commissioner of Education in accordance with the provisions of Part D of the Act and within the applicable Federal regulations. These exemplary projects represent bridging efforts between research and development and actual operations in school settings.

In awarding grants from funds available for this program, the U. S. Commissioner gave priority to applications for three-year demonstration projects which ranked high on the basis of published criteria and which involved in a single operational setting one of the three program priority areas. (See Federal Register, 1975.)

Fayette County, Lexington, Kentucky, elected to write a proposal directed at program priority area 1: Demonstration of the National Institute of Education's (NIE) Experience Based Career Education (EBCE) program, and more specifically, the Northwest Regional Educational Laboratory's (NWREL) model. The general characteristics of NIE's EBCE program were three fold:

1. It represented a comprehensive alternative to regular high school, offering courses which either fulfilled or supplemented all requirements for graduation;
2. It was experientially oriented in that students were permitted to perform non-paid work tasks as well as to observe adults in their work environment. It entailed the opportunity for exposure to more than one community site, and required learning more than one type of work-related skill. The activities in the work place were to be organized to yield academic, career, and interpersonal skills as well as occupational skills; and
3. It possessed an organizational structure made up of school and community representatives whose sole purpose was to render advisory, policy-making, or operational assistance to the program.

NWREL/EBCE Program Description

An alternative educational program titled Experience-Based Career Education (EBCE) had been designed, developed, and tested by the Northwest Regional Educational Laboratory (NWREL). The purpose of the program was to provide an alternative educational experience for a cross-section of high school age youths. This experience was to be characterized by an emphasis on direct employer-site experiences personalized to each student in terms of individual needs, interests and abilities. The program integrated academic requirements and work experience opportunities into a comprehensive curriculum which included experiences in Basic Skills, Life Skills and Career Development. It took the courses high school students normally study and added in people, self, jobs, and the way communities work. This enabled students to learn all about these things through direct experience with hundreds of adults in the community. In the process, students learned much about who they were and what they wanted to become, and obtained academic credit while exploring the real dimensions of many careers.

The entire community, with all its richness, confusion, and reality, became the school for these students. A student's goal was not to train for one pre-selected job, but to discover by direct experience what careers were found most potentially rewarding; not to use occasional "field trips" to supplement classroom study, but to actually do the studying in the context of sites and people in the community; not just to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin developing a conscious and consistent set of values. NWREL's EBCE program, in short, was an attempt to provide high school students with learning opportunities which were realistic in terms of the actual demands and possibilities of adult life, and relevant in terms of what each individual student wanted to learn.

Each student's learning is planned in terms of three content areas: Life Skills, Basic Skills and Career Development. The student's learning is carefully interwoven so that Life Skills activities involve practice in Basic Skills and help place Career Development experiences in perspective.

Life Skills organizes learning around the attitudes, information and techniques needed in adulthood. Six Life Skills categories emphasize lifelong learning, personal growth and the relationship of individuals to broader community, national and world concerns and activities. These six Life Skills categories are creative development, critical thinking, functional citizenship, personal/social development, science, and competencies. Basic Skills concentrates on the reading, mathematics, writing, listening and speaking skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs largely through applied tasks in Life Skills and Career Development activities chosen by the student and practiced at community sites. Career Development helps students identify, assess and refine career information and skills through realistic onsite experiences with people and places in the community.

Students themselves choose how they learn in EBCE. They negotiate individual goals and courses of action (called learning plans) with EBCE staff to satisfy their interests and meet program expectations. All learning plans are based on assessment information, conferences with the student and evaluation of performance. Projects are problem-centered "learning contracts" individually negotiated with students to help them achieve their learning goals and make efficient use of their experiences in the local community. Projects combine learning in Life Skills and Career Development areas with practice in related Basic Skills. Project activities constitute the bulk of what students do at the learning center and in the community to meet their individual needs and program requirements.

To gain an understanding of jobs they might be interested in, all students visit at least five different places of business in the community each year for career explorations. During these explorations, students examine the nature of the work and the job functions performed there. Exploration Packages completed for each site help students focus on and record their observations, giving practice in job investigation and assessment skills useful in career planning for a lifetime.

Learning levels enable students to follow through on their career explorations by returning to particular sites for longer indepth learning experiences. Unlike the general observation activities of career explorations, learning levels give students "hands-on" practice in the skills, knowledge and attitudes required for specific jobs. To help place job skills learning in a broader context, students must negotiate projects for each learning level. These projects are based on careful analysis of opportunities for student learning available at the site and link the student's Career Development experiences with Basic Skills and Life Skills activities.

The competencies are unique in the NWREL/EBCE curriculum. Unlike other content areas, the competencies require all students to meet a standard level of performance for a specific set of skills identified by an advisory board from the community. Competency certification is the process whereby students demonstrate their proficiencies to the satisfaction of recognized experts from the local area.

In addition, students and staff share thoughts and feelings with each other through journal entries written to staff correspondents on a regular basis throughout the year. Students also use special placements when they need resources available at a community site but do not wish to commit to career explorations or learning levels. Special placements are a short-term, intensive use of a site for a particular learning activity.

Fayette County Project Description

Although Fayette County planned to implement the NWREL/EBCE program with a rather high degree of fidelity, there were local and state needs and constraints which had to be taken into account as the program was installed and operated. The program began operation in October, 1976. A staff was hired consisting of four learning managers, two community resource specialists, and secretary. Mrs. Frances Ruhlin served as project director. Eventually, three Program Assistants and a Program Intern (from the University of Kentucky) were secured to work with the project. An Advisory Committee for Career Education supports the project and other career education activities within the school system.

The program served about 100 students from four high schools, with some students being in one term and others two terms. In September, 1977, their plan is to have a total of 120 full-time students, thirty from each of the four high schools. The Learning Centers were located in each high school. They were equipped with multi-media resources usable to the students and staff. The Learning Centers were available for individual and group counseling and work sessions for all students. Students were transported to and from the Learning Centers and community sites by regular means of transportation.

Although the NWREL/EBCE program had been developed and operated in a single setting, implementation into the Fayette County system required only minor modifications. Tracking and assessment forms needed to be revised but major systems or subsystems remained relatively unchanged. This permitted the staff to concentrate on those adaptations that were essential to make the program operate efficiently and effectively in Fayette County.

Third-Party Evaluation Directive

The development and dissemination of a product requires evaluation in a rigorous manner to insure the developer and the funding agency an efficient and effective product. As evidence of the central importance of evaluation, NIE requires evaluation as a contingency for further funding (Boruch, 1973). Similarly, USOE requires that evaluation activities be conducted on Part D demonstration grants (Federal Register, 1975). Thus, an independent third-party evaluation which was comprehensive and objective was required as part of the overall site proposal for securing federal monies.

Guidelines in the Federal Register (1975) indicated that the third-party objective evaluation should basically:

1. Assure the development of measurable process objectives and assure the documentation and, where appropriate, the evaluation of the effectiveness of the processes undertaken in the planning and implementation of the demonstration project.
2. Assure the development of a management plan which links the selected program priority area and other program features to the process objectives, to the human and financial resources to be applied,

and finally to the specific student outcome objectives anticipated.

3. Assure the development and specification of behaviorally stated, measurable student outcome objectives and the documentation of the educational experiences of each student (or group of students) with respect to the achievement of those objectives.
4. Assure that parental approval will be secured for the participation of the young person in the total evaluation and for the collection of student data with respect to age, grade level, socioeconomic level, ethnic group membership, and sex.
5. Assure that an adequate sample of young people will be included in the evaluation so that the results may be generalized and predicted for other comparable student populations given the same educational experiences.
6. Assure that the evaluation design will result in reasonable evidence that gains or improvements can be attributed to the educational and career experiences provided the young people through the project and not to some other experience encountered.
7. Assure that, where they exist in respect to a given student outcome, validated instruments will be used in measuring student gains.

Fayette County selected the Appalachia Educational Laboratory (AEL) as the agency to do the independent evaluation of their program installation and operation.

AEL Research and Evaluation Capability

AEL has a capability for research and evaluation that is an integral part of the Laboratory's R & D work. This expertise has been successfully applied to the various projects of the Laboratory, and the competency and experience of professional staff who work almost exclusively in research and evaluation are available for small contract work to agencies in the Region.

Extensive experience of Research and Evaluation personnel widens the range of services they can perform. For example, R & E personnel have conducted an assessment of the current health education in West Virginia. The ten-week research project was performed under contract with the West Virginia Department of Education. It required a comprehensive health education case study of three selected high school sites, generally representative of urban and rural as well as large, medium, and small high schools. Representative samples of students, the school staff, and community persons were interviewed during two-day visits to each school site.

R & E personnel have also conducted a research study based on U. S. Census Bureau information concerning families of preschool children located in the Appalachian sections of 13 states. The study was initiated by the Laboratory during one stage of producing the Home-Oriented Preschool Education (HOPE) materials. Another activity which grew out of a staff interest was the evaluation of an Early Warning Signs brochure, developed by AEL, as part of a subcontract to the Consortium of State Departments of Education in the Appalachian Region.

An evaluation of the Mid-Atlantic Interstate Shared Accountability Project is an example of AEL region-wide involvement. The Mid-Atlantic Consortium on Accountability is a multi-state planning agency with representation from state-level education agencies serving the District of Columbia, Kentucky, Maryland, North Carolina, Virginia and West Virginia. AEL's evaluation sought to determine the workability and feasibility of the shared accountability model. AEL was awarded a contract for the project's 1976-77 evaluation activities.

An evaluation of a local program, the Fort Gay-Thompson, W. Va., Urban/Rural Project, was completed this past year. The R & E Division has contracted for a third party evaluation of an Educational Development Project in Region IX (EDRIX), Morehead, Kentucky, as well as another EBCE Part D site.

AEL's Research and Evaluation Division serves a valuable function within the Laboratory. Its small-contract work for various other agencies is providing a means whereby the Laboratory, through its staff expertise, can become meaningfully involved in education at all levels and in various geographical areas.

Since its inception, AEL has amassed an institutional capacity in terms of people, equipment and history that is considerable. AEL is now sufficiently mature as an R & D organization to offer its expertise to state and local educational agencies. We have identified staff's areas of specific competence, and this information has been disseminated to state education agencies through personal visits by AEL staff and Board members. This new dimension of service has made educational research and evaluation available to state and local education agencies. AEL staff has multiple expertise allowing us to perform capably in several R & D areas; two of these areas include Experiential Education and Research and Evaluation. Dr. Joe E. Shively, Director of Evaluation for the Experiential Education Division had the major responsibility for carrying out the third-party EBCE evaluation tasks. (See Appendix A for vita.) He was assisted in the evaluation activities by several Evaluation Assistants.

EVALUATION AND DATA ANALYSIS PLAN

As a research and development program, EBCE had naturally placed considerable emphasis on evaluation -- trying to ascertain what impact the program had on the students who had participated. Both students and their parents and participating employers have been assessed in an effort to achieve a comprehensive, detailed and valid evaluation of the program. So too does USOE place considerable emphasis on evaluation. In order that the Fayette County EBCE program be properly evaluated an evaluation and data analysis plan was developed.

The EBCE evaluation plan delineates procedures pertinent to developing valid and reliable evidence regarding product effectiveness for purposes of decision-making. The evaluation and data analysis plan presents the specific techniques and analytical procedures to be used in collectively treating the data collected during the implementation and operation of the EBCE program in Fayette County.

Design

In order that a rigorous and valid evaluation be conducted, it was necessary to establish a non-EBCE group whereby appropriate comparisons may be made. This non-EBCE comparison group was comprised of a sample of students who participated in the recruitment process but were not selected for matriculation into the program. The establishment of this non-EBCE group provided for eventual data analysis utilizing a nonequivalent control group design (Campbell and Stanley, 1963).

Goals and Objectives

The major goal of Fayette County was to successfully implement an EBCE program into its curricula offerings. Associated with this major goal were several outcome objectives associated with the primary impact group (students) and with the secondary impact groups (experience site personnel and parents).

Primary Hypotheses

The following major hypotheses were tested under experimental design conditions. All dealt with two trimester's effects of the EBCE Program:

1. Experimental students (E1) will do as well in basic academic skills as comparison students (C1) in a traditional high school.
2. Experimental students (E1) will acquire significantly greater ($p < .05$) mastery in career knowledge than comparison students (C1) in a traditional high school.
3. Experimental students (E1) will acquire significantly greater ($p < .05$) career maturity than comparison students (C1) in a traditional high school.
4. Experimental students (E1) will develop significantly more positive ($p < .05$) attitudes toward learning environments than comparison students (C1) in a traditional high school.
5. Experimental students (E1) will develop significantly less ($p < .05$) sex-role stereotyping than comparison students (C1) in a traditional high school.

Instrumentation. The following instruments were utilized in pre/post testing each of the above stated hypotheses:

1. The Comprehensive Tests of Basic Skills (CTBS) provided an assessment of the extent to which the students developed basic academic skills. Two subtests (at Level 4, Form S) were utilized. They were the Reading Comprehension and Mathematics Concepts and Applications subtests. (Appendix B)
2. The second subtest of the Student Attitude Survey (SAS) deals with career knowledge and planning and was used to test the related hypothesis. (Appendix C)
3. The Career Maturity Inventory (CMI) Attitude Scale was used to assess student maturation of attitudes toward making a career choice and entering the world of work. (Appendix D)
4. The Assessment of Student Attitudes (ASA) is the first subtest of the Student Attitude Survey (SAS) and was used to provide an assessment of student attitudes toward various aspects of schooling and the total learning environment.
5. The Socialization Profile (SP) was utilized to measure the degree to which sex-role stereotyping occurred. (Appendix E)

The Student Information Questionnaire (SIQ) was utilized to obtain basic demographic data about the students and was administered only on a pretest basis. (Appendix F)

Testing Schedule. Based on the experimental design being utilized in this study, both EBCE and comparison students were pretested at the beginning of the term. Students exiting the program at the end of the term were posttested.

Data Analyses. Based on the experimental design being utilized, appropriate statistical analyses (Winer, 1962) were selected and conducted to test the main effects associated with each hypothesis. These analyses are listed below and are numerically keyed to hypotheses.

1. Descriptive statistics of E1 and C1 pretest and posttest CTBS scores.

   Analysis of variance on pretest CTBS scores of E1 and C1 groups.

   Analysis of variance (or covariance) on posttest CTBS scores of E1 and C1 groups.
2. Descriptive statistics of E1 and C1 pretest and posttest scores on SAS Part II.

   Analysis of variance on pretest SAS Part II scores of E1 and C1 groups.

   Analysis of variance (or covariance) on posttest SAS Part II scores on E1 and C1 groups.
3. Descriptive statistics of E1 and C1 pretest and posttest scores on the CMI Attitude Scale.

   Analysis of variance on pretest CMI scores of E1 and C1 groups.

   Analysis of variance (or covariance) on posttest CMI scores of E1 and C1 groups.
4. Descriptive statistics of E1 and C1 SAS Part 1 pretest and posttest ratings.

Analysis of variance on pretest SAS Part 1 ratings of E1 and C1 groups.

Analysis of variance (or covariance) on posttest SAS Part 1 scores of E1 and C1 groups.

5. Descriptive statistics of E1 and C1 SP pretest and posttest ratings.

   Analysis of variance on pretest SP ratings of E1 and C1 groups.

   Analysis of variance (or covariance on posttest SP ratings of E1 and C1 students.

Secondary Hypotheses

Parents and employers were also administered appropriate assessment instruments to determine their attitudes toward the EBCE program. The following hypotheses associated with these topic areas were investigated:

6. Parents of EBCE students will have positive attitudes toward the EBCE program.
7. Various levels of employers (i.e., community instructors, certifiers) will have positive attitudes toward the EBCE program.

Instrumentation. The following instruments were used to investigate each of the above hypotheses.

6. The Employer Questionnaire was utilized to assess experience site personnel's attitudes toward the EBCE program as it was implemented at their site. (Appendix G)
7. The Parent Opinion Survey was utilized to assess parents' attitudes toward the EBCE program. (Appendix H)

Testing Schedule. Employers and parents received their questionnaires only at the end of the testing period (since these assessments were directed at implementation characteristics, pretesting would be based on an empty set of experiences). These questionnaires/surveys were mailed to the parents and employers with instructions for completing the forms and returning them in stamped self-addressed envelopes.

Data Analyses. Statistical analyses were also selected and conducted to test these secondary hypotheses. These analyses are listed below and again are numerically keyed to hypotheses.

6. Descriptive statistics of employer questionnaire.
7. Descriptive statistics of parent opinion survey.

Additional Procedures

Information not related to respondent group outcomes was also collected and analyzed. Input on process objectives and other aspects of program implementation and operation was obtained from/provided to EBCE staff on an informal basis throughout the year. End of year EBCE staff perceptions were also obtained using the EBCE Staff Questionnaire. (Appendix I)

RESULTS

As implementation occurred at the site, Fayette County became involved in a system of mutual adaptations -- a process of modification of the NWREL/ EBCE model and of the implementation site such that a successful implementation could occur. Impact will be reflected in the data. Thus, student demographic data will be presented first, followed by student outcome data; parent, employer, and EBCE staff perceptions/opinions will be presented next, with comments about implementation process data presented last.

Demographic Data

Data sets were available on 33 EBCE and 29 comparison students. Table 1 presents the demographic data obtained on the SIQ from both the EBCE group and the comparison group of students.

Table 1

From Table 1 it can be seen that there were slightly more females than males enrolled in EBCE (55%) and similarly more (62%) of the comparison group were females. Over 81% of the EBCE students were white, and over 15% of the students were black. For the comparison students, about 86% were white and 10% were black. While Fayette County did not utilize sophomores in their programs, 39% of the EBCE students were seniors and 61% were juniors. For the comparison group 41% were seniors and 59% were juniors.

Over 21% of the EBCE students' fathers had less than a high school education, over 36% had a high school education, and over 33% had some post-

Table 1

Demographic Frequency (SIQ) of EBCE and Comparison Students

Variable	E	C
n =	33	29
Sex		
Male	15	11
Female	18	18
Ethnic Group		
White	27	25
Black	5	3
Other	1	1
Grade		
12th	13	12
11th	20	17
Father's Education		
Less than High School	7	7
High School	12	4
More than High School	11	18
Missing	3	0
Mother's Education		
Less than High School	5	8
High School	13	11
More than High School	12	10
Missing	3	0
Number of Sibling Dropouts		
None	26	24
One	4	5
Two or more	0	0
Missing	3	0

Variable	E	C
n =	33	29
Long-range Goals		
Clerical	1	1
Craftsman	2	1
Farmer	0	0
Homemaker	0	1
Laborer	0	0
Manager	0	2
Military	1	0
Operative	0	0
Professional	17	17
Proprietor	1	0
Protective Service	0	2
Sales	0	0
Service	1	0
Technical	2	0
Other	1	2
Don't Know	4	3
Missing	3	0
Expectation one year later		
Working full-time	4	8
Entering OJT	0	0
Military	0	1
Homemaker	0	0
Vocational School	2	3
Academics - Jun./Comm. Coll.	2	0
Tech/Voc. - Jun./Comm. Coll.	0	1
4-Year College/University	20	15
Working part-time	0	1
Other	1	0
Missing	4	0

Table 1 (Cont'd)

Demographic Frequency (SIQ) of EBCE and Comparison Students

Variable	E	C	Variable	E	C
	n = 33	29		n = 33	29
Major field of study			Mother's Occupation		
General	9	12	Clerical	7	1
Voc. Ed.	1	1	Craftsman	1	0
College Prep.	11	12	Farmer	0	1
Other	8	2	Homemaker	8	16
Missing	4	2	Laborer	0	0
			Manager	0	1
Father's Occupation			Military	0	0
Clerical	0	2	Operative	3	0
Craftsman	6	3	Professional	4	2
Farmer	0	1	Proprietor	0	1
Homemaker	0	0	Protective Service	0	0
Laborer	3	1	Sales	2	4
Manager	5	5	Service	6	3
Military	0	0	Technical	2	0
Operative	2	1	Missing	0	0
Professional	6	7			
Proprietor	1	5			
Protective Service	1	0			
Sales	5	3			
Service	0	0			
Technical	3	1			
Missing	1	0			

secondary education. No data were available on three fathers. For comparison students, 24% of the fathers had less than a high school education, 14% had a high school education, and 62% had some post-secondary education. For the mothers of EBCE students, over 15% had less than a high school education, over 39% had a high school education, and over 36% had some post-secondary education. No data were available on three mothers. For the mothers of comparison students, over 27% had less than a high school education, nearly 38% had a high school education, and over 34% had some post-secondary education. Thus the parental educational levels of EBCE students and comparison students were relatively similar, with fathers of comparison students being somewhat better educated.

In terms of the number of siblings who dropped out of school, 79% of the EBCE students indicated that they had had no siblings who dropped out. For the comparison students 83% also indicated no siblings who had dropped out of school.

In response to the SIQ question on the long-range goals, 52% of the EBCE students indicated PROFESSIONAL goals, 12% indicated that they didn't know their long-range goals, and over 12% indicated CRAFTSMAN or TECHNICAL long-range goals. Of the comparison students 58% indicated PROFESSIONAL goals and 20% indicated that they didn't know their long-range goals. Not one of the EBCE or comparison students indicated a long-range goal of being a farmer or farm-manager.

Over 60% of the EBCE students expected to be attending a four-year college or university one year after completing high school, over 12% expected to be working full-time, and over 12% expected to be attending or taking courses at a vocational, technical, trade, or business shcool or at a junior college. Over 51% of the comparison students expected to be attending a four-year college or university one year after completing high school, nearly 14% expected to be involved with vocational education, and over 27% expected to be working full-time. Although over one-half of the respondents were female, not one of the EBCE or comparison students indicated that they expected to be a homemaker or housewife one year after completing high school.

Over 27% of the EBCE students were enrolled in a general curriculum field of study, over 33% were enrolled in a college preparatory curriculum, and over 24% were enrolled in another (but not vocational education) curriculum. Of the comparison students 41% were enrolled in a general curriculum and 41% were enrolled in a college preparatory curriculum.

Over 36% of the EBCE students' fathers were employed in professional, administrative, or proprietary positions; and over 33% were employed as laborers, craftsmen, or operatives; over 15% of the fathers were employed in sales. Over 58% of the comparison students' fathers were employed in professional, administrative, or proprietary positions; over 17% were employed as laborers, craftsmen, or operatives; and over 10% were engaged in sales. Thus fathers of EBCE students were more evenly distributed across the occupations whereas fathers of comparison students were in white-collar positions.

Over 24% of the mothers of EBCE students were homemakers or housewives; over 12% were employed in professional, administrative or proprietary positions; over 21% were in clerical work; and over 18% were in service areas.

Over 55% of the mothers of comparison students were homemakers or housewives; nearly 14% were employed in professional or proprietary positions; and over 24% were employed in sales and service. Thus mothers of EBCE students were more vocational-oriented whereas mothers of comparison students were more home-oriented.

In summary, demographic data indicate that EBCE and comparison students were very similar as a group in terms of sex, race, and grade level. While fathers' education levels and parents' occupations showed the greatest differences, number of siblings who dropped out of school, long-range goals, and post-graduate expectancies were similar.

Outcome Data

The impact and effect of the EBCE program on various respondent groups was determined by testing a number of hypotheses. The format of this section is to state each hypothesis, give the source of the data collected to test the hypothesis and the procedure used for hypothesis testing, a description of the findings, and a summary. While pertinent data is presented within each section, complete analysis of variance (ANOVA) and analysis of co-variance (ANCOVA) tables are presented in Appendix J.

Hypothesis 1

The first hypothesis associated with student outcome data related to basic skills performance: EBCE students (E) will do as well in basic academic skills as comparison students (C) in a traditional high school. Data used to evaluate the first hypothesis were students' scores on the Reading Comprehension (RC), Mathematics Concepts (MC), and Mathematics

Applications (MA) subtests of the CTBS battery. Although a mix-up in test administration occurred (comparison students at one high school were not administered the RC subtest and were administered the wrong math subtest - computations) an adequate sample remained for analysis purposes. An analysis of variance (ANOVA) procedure was utilized to test the hypothesis about basic academic skills.

Table 2 presents the statistics on the CTBS outcomes.

Table 2

Data presented in Table 2 indicate that there were no significant differences between the two groups on any of the three subtests -- either at the pretest period or at the posttest period. Based on the data presented in Table 2 and subsequent statistical analyses, the first hypothesis was not rejected. The EBCE students did do as well in basic academic skills as comparison students enrolled in a traditional high school.

Figure 1 graphically displays the test results.

Figure 1

From Figure 1 it can be visually seen that EBCE students showed positive growth in reading comprehension, math concepts, and math applications; comparison students also showed positive growth patterns.

Hypothesis 2

The second student outcome hypothesis related to acquisition of career knowledge: EBCE students will acquire significantly greater mastery in

Table 2

CTBS DATA

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
Reading Comprehension (45 items)				
n	32	10	32	10
$\overline{X}$	32.4	28.2	33.2	29.8
s	9.9	11.1	8.9	11.5
range	0-45	10-44	14-44	12-43
F	1.29		0.94	
p	nsd		nsd	
Mathematics Concepts (30 items)				
n	30	9	30	9
$\overline{X}$	8.6	8.4	9.1	9.3
s	2.6	3.6	2.2	2.4
range	0-12	2-12	3-14	4-12
F	0.02		0.10	
p	nsd		nsd	
Mathematics Applications (20 items)				
n	30	9	30	9
$\overline{X}$	3.8	3.2	4.4	4.7
s	1.6	1.9	1.8	2.2
range	0-8	0-6	0-8	1-9
F	0.86		0.14	
p	nsd		nsd	

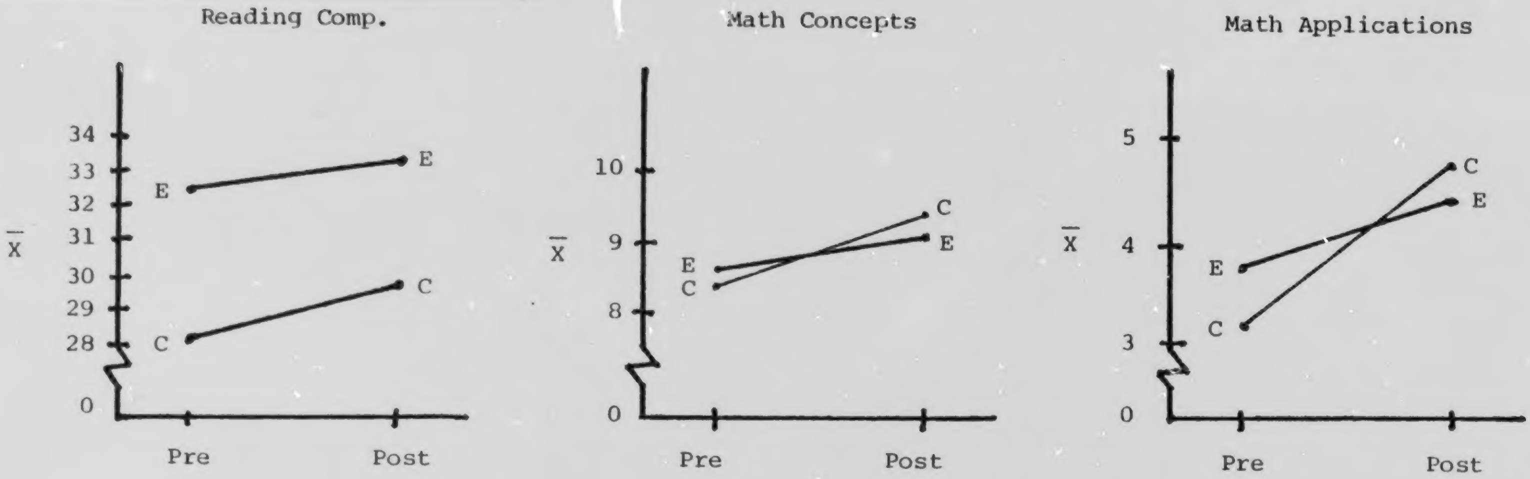

Figure 1

CTBS Data

career knowledge than comparison students in a traditional high school. Data used to test this hypothesis were students' scores on the second subtest of the SAS. This second subtest not only provided a composite score (attitude toward Work) but also two partial scores: career knowledge and career planning. An analysis of variance (ANOVA) procedure was utilized to test the second hypothesis.

Table 3 presents the statistics on the SAS - Part 2 outcomes.

Table 3

Statistics presented in Table 3 indicate that the EBCE and comparison students had equivalent scores on both subsections and the composite at the pretest period. However, EBCE students and comparison students had equivalent posttest subscores and the composite total score. Thus based on the data presented in Table 3 and on subsequent statistical analyses, the second hypothesis was rejected. The EBCE students did not acquire significantly greater mastery in career knowledge than did comparison students. This result was also reflected in the career planning and composite Work score.

Figure 2 graphically displays the test results from the SAS - Part 2.

Figure 2

From Figure 2 it can visually be seen that the EBCE students and comparison students showed slight growth in career knowledge and composite attitude towards work, but both groups remained nearly constant in their career planning growth patterns.

Table 3

SAS - Part 2 Data

Career Knowledge (12-60 points)				
	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	29	29	29	29
$\overline{X}$	45.5	43.2	47.3	44.2
s	7.7	8.4	7.3	7.5
range	27-60	20-57	28-59	31-60
F	1.19		2.64	
p	nsd		nsd	
Career Planning (10-50 points)				
n	29	29	29	29
$\overline{X}$	40.4	38.9	40.5	38.9
s	5.0	4.9	5.3	5.8
range	32-50	31-48	26-50	28-50
F	1.30		1.24	
p	nsd		nsd	
Work (22-110 points)				
n	29	29	29	29
$\overline{X}$	85.9	82.1	87.8	83.0
s	11.6	12.0	12.0	12.0
range	62-110	55-102	54-109	66-110
F	1.49		2.31	
p	nsd		nsd	

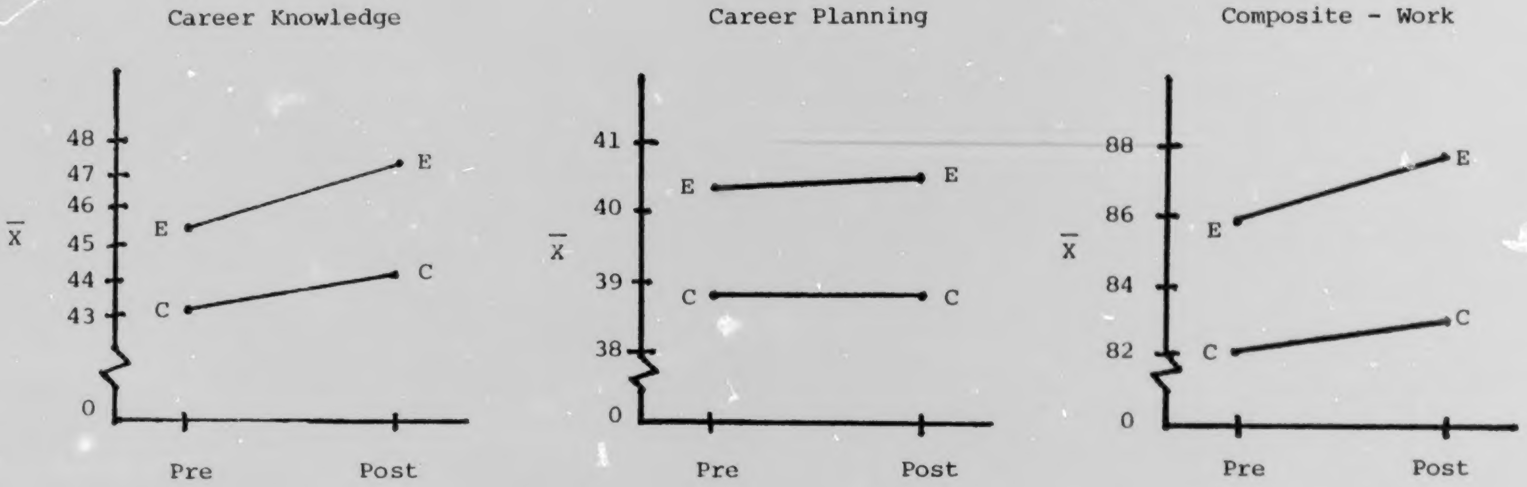

Figure 2

SAS Part 2 Data

Hypothesis 3

The third hypothesis associated with student outcome data related to career maturity: EBCE students will acquire significantly greater career maturity than comparison students in a traditional high school. Data used to test this hypothesis were students' scores on the CMI. An analysis of variance (ANOVA) procedure was utilized to test the third hypothesis.

Table 4 presents the statistics on the CMI outcomes.

Table 4

CMI Data

(0 - 50 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	33	28	33	28
$\overline{X}$	37.6	35.2	38.1	35.6
s	4.3	6.7	5.0	7.3
range	29-49	15-46	26-46	16-45
F	2.79		2.44	
p	nsd		nsd	

Statistics presented in Table 4 indicate that the EBCE and comparison students had equivalent scores on the pretest. Similarly, EBCE students and comparison students had similar scores on the posttest. Thus, based on this data and the statistical analyses, the third hypothesis was rejected. The EBCE students did not acquire significantly greater career maturity than comparison students.

Figure 3 graphically displays the test results from the CMI.

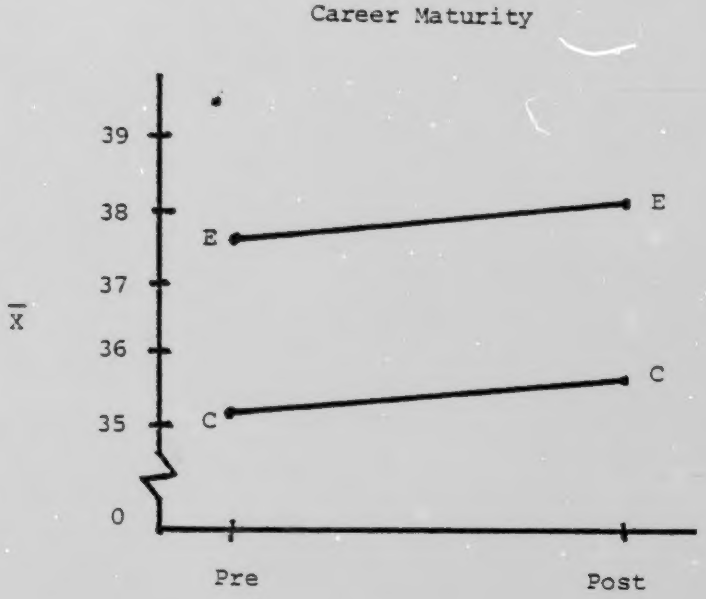

Figure 3
CMI Data

From Figure 3 it can visually be seen that EBCE students showed only a slight growth in career maturity. Similarly, comparison students displayed only a very slight growth in career maturity.

Hypothesis 4

The fourth student outcome hypothesis related to attitudes toward learning environments: EBCE students will develop significantly more positive attitudes toward learning environments than comparison students in a traditional high school. Data used to test this hypothesis were students' scores on Part 1 of the SAS. Part 1 of the SAS yields 5 different scores: attitude toward education in general, school curriculum, school resources, school counseling, and overall learning environment (composite). Analysis of variance (ANOVA) was used to test the fourth hypothesis.

Table 5 presents the statistics on the five outcomes of Part 1 of the SAS.

Table 5

SAS - Part 1 Data

Part a - Education in General (7-35 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	29	29	29	29
$\overline{X}$	25.6	25.8	26.3	24.7
s	5.5	4.8	5.1	5.2
range	13-35	15-33	16-35	11-35
F	0.02		1.43	
p	nsd		nsd	

Part b - School Curriculum (5-25 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	29	29	29	29
$\overline{X}$	18.6	18.8	19.2	18.6
s	3.7	3.4	4.0	2.6
range	9-25	8-23	9-25	14-25
F	0.06		2.12	
p	nsd		nsd	

Table 5 (cont'd)

Part c - School Resources (9-45 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	29	29	29	29
$\overline{X}$	30.6	32.2	32.5	31.7
s	6.3	4.5	5.8	3.7
range	15-39	20-39	21-43	24-40
F	1.29		0.38	
p	nsd		nsd	

Part d - School Counseling (5-25 points)

n	29	29	29	29
$\overline{X}$	14.3	14.3	14.8	13.4
s	5.1	4.7	4.0	3.7
range	5-24	6-22	3-24	8-24
F	0.00		1.84	
p	nsd		nsd	

Composite - Total Learning Environment (26-130 points)

n	29	29	29	29
$\overline{X}$	89.1	91.2	90.6	88.3
s	17.9	14.4	15.2	12.1
range	42-112	53-115	67-116	60-120
F	0.23		0.39	
p	nsd		nsd	

Data and statistics presented in Table 5 indicated that the EBCE students and the comparison students had equivalent pretest scores on all 5 dimensions. Similarly, the posttest scores on all 5 dimensions for both groups were also equivalent. On four of the five sets of pretest data the comparison students obtained higher scores than did the EBCE students; the exception being school counseling with equal scores for both groups. However, on all five sets of posttest data the EBCE students had higher scores than did the comparison students.

Figure 4 graphically displays the test results for the 5 subscales of Part 1 of the SAS.

Figure 4

From Figure 4 it can visually be seen that EBCE students made positive gains on all 5 subparts, whereas comparison students' scores declined on all 5 subparts. Although the data do not depict a situation of significances, a trend in attitudes is apparent. Thus based on the data presented in Table 5 and visually displayed in Figure 4, the fourth hypothesis was rejected. EBCE students did not develop significantly more positive attitudes toward learning environments than did the comparison students.

Hypothesis 5

The fifth hypothesis associated with student outcome data related to sex-role stereotyping: EBCE students (E) will develop significantly less sex-role sterectyping than comparison students (C) in a traditional high school. Data used to evaluate the fifth hypothesis were students' scores

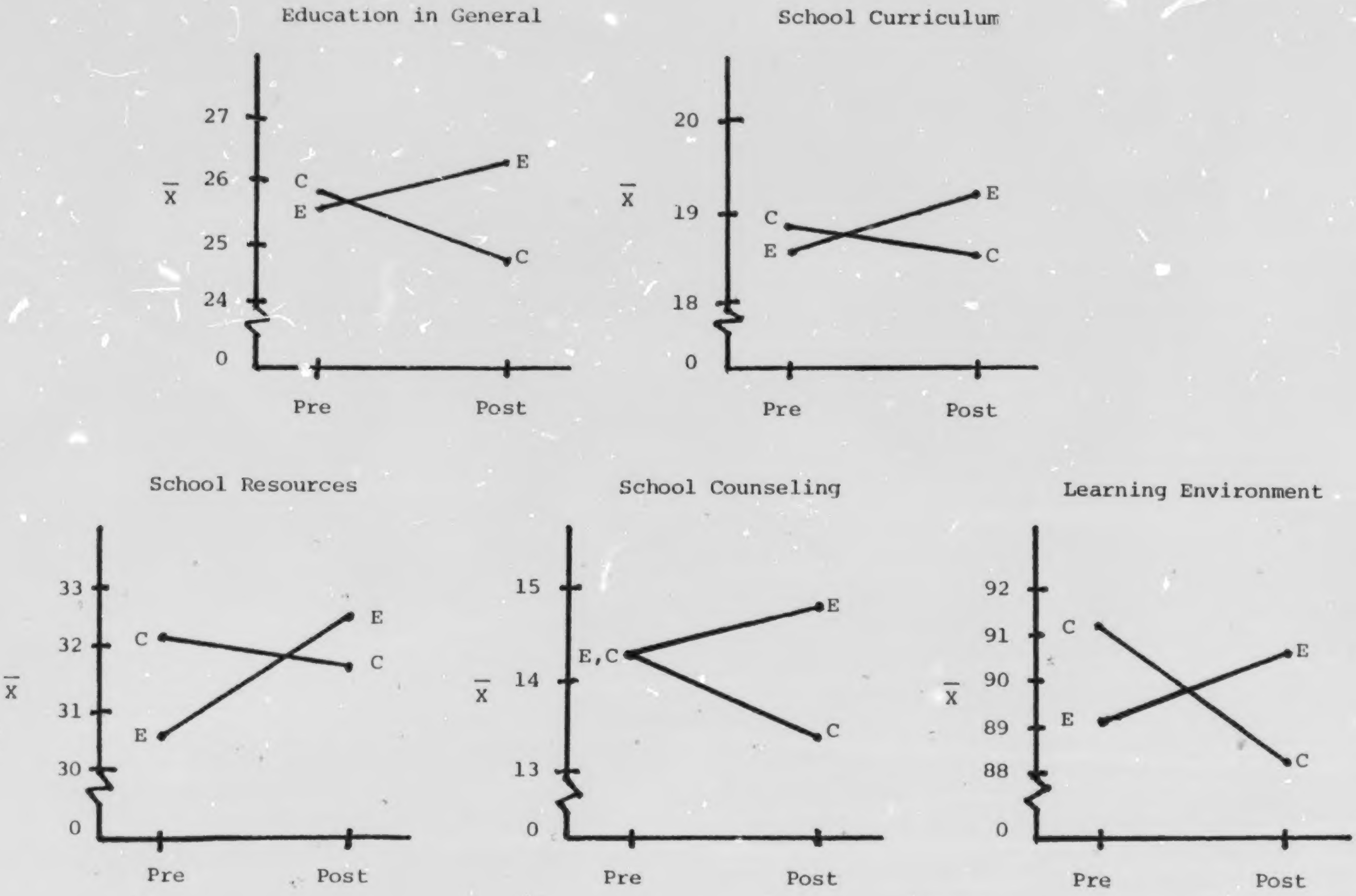

Figure 4

SAS Part 1 Data

on the Socialization Profile (SP). Analysis of variance (ANOVA) procedures were utilized to test the fifth hypothesis.

Table 6 presents the data and statistics on the SP outcomes.

Table 6

SP Data

(720 - 5040 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	27	29	27	29
$\overline{X}$	3232.1	3318.3	3270.6	3339.5
s	234.9	274.8	341.4	269.4
range	2962-3903	2927-4080	2949-4320	2817-4104
F	1.58		0.71	
p	nsd		nsd	

The information presented in Table 6 indicates that the two groups were initially equivalent. When posttest scores were analyzed (using ANOVA) there was still no difference.

Figure 5 graphically displays the results from the SP scale.

Figure 5

From Figure 5 it can be seen that for the partial score related to stereotyping males, EBCE students exhibited slightly more and the comparison

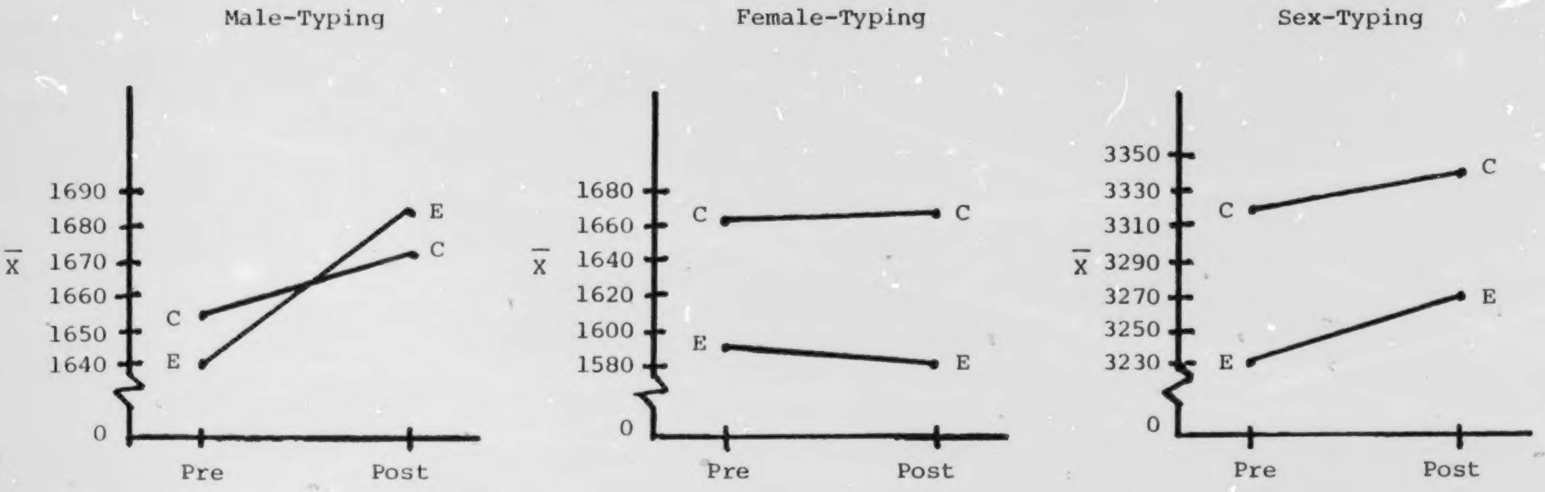

Figure 5

SP Data

students also slightly more over the time period. However, it can also be seen that EBCE students exhibited slightly less female stereotyping over the time period, whereas comparison students exhibited slightly more female stereotyping. When one looks at the combined scores (sex-role stereotyping), it can be seen that EBCE students are stereotyping slightly more and the comparison students are also sex-role stereotyping slightly more. The fifth hypothesis must be rejected -- EBCE students did not develop significantly less sex-role stereotyping than comparison students -- the results do not favor the EBCE program operation.

Additional Student Hypotheses

Although not part of the overall evaluation plan, two additional research hypotheses were developed and student data were collected to test them. The first additional hypothesis related to attitude towards self: EBCE students will develop significantly more positive attitudes toward self than will comparison students in a traditional high school. The second additional hypothesis related to attitude of self towards others: EBCE students will develop significantly more positive attitudes toward others than will comparison students. Data used to test the first additional hypothesis were students' scores on Part 3 of the SAS and data used to test the second additional hypothesis were students' scores on Part 4 of the SAS. Analysis of variance (ANOVA) procedures were utilized to test the second additional hypothesis and analysis of variance and co-variance (ANCOVA) procedures were used to test the first additional hypothesis.

Table 7 presents the statistics on the student outcomes on Part 3 and Part 4 of the SAS.

Table 7

SAS - Parts 3 and 4 Data

(Self and Others)

SAS Part 3 - Self (19-95 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post	Adjusted E-post	Adjusted C-post
n	29	29	29	29		
$\bar{X}$	74.8	66.3	70.8	70.6	68.5	72.9
s	9.7	19.7	10.3	9.6		
range	61-95	42-93	50-93	54-95		
F	4.38*		0.06		9.76**	
p	<.05		nsd		<.01	

SAS Part 4 - Other (13-65 points)

	EBCE - pre	Comp - pre	EBCE - post	Comp - post
n	29	29	29	29
$\bar{X}$	50.4	50.5	47.8	50.5
s	6.6	6.5	7.9	6.9
range	36-63	39-62	31-59	35-65
F	0.00		1.82	
p	nsd		nsd	

$^{*}F_{.95}(1,56) = 4.02$

$^{**}F_{.99}(1,55) = 7.14$

Data presented in Table 7 show that the EBCE and comparison students had equivalent pretest scores on Part 4 (others) of the SAS. However, EBCE students had significantly more positive pretest scores than comparison students on Part 3 (self) of the SAS. ANOVA results on posttest scores of Part 4 (others) of the SAS indicated no significant differences between the two groups of students. ANCOVA results on posttest scores of Part 3 (self) of the SAS indicated significant differences between the two groups of students. The analysis indicated that comparison students had significantly more positive attitudes toward self than did the EBCE students.

Figure 6 graphically displays the test results from Part 3 (self) and Part 4 (others) of the SAS.

Figure 6

From Figure 6 it can be seen that EBCE students showed a greater rate of negative growth in attitude towards others than did the comparison students. The comparison students showed a positive growth in attitude towards self and EBCE students showed a decline; this combination of growth and decline was sufficient to precipitate a significant posttest difference between the two groups.

Thus based on the data in Table 7 and Figure 6, the first additional hypothesis was rejected and the second additional hypothesis was also rejected. EBCE students did not develop significantly more positive attitudes toward self than did comparison students; similarly, EBCE students did not develop significantly more positive attitudes toward others. In fact, EBCE students' attitudes toward self and others declined.

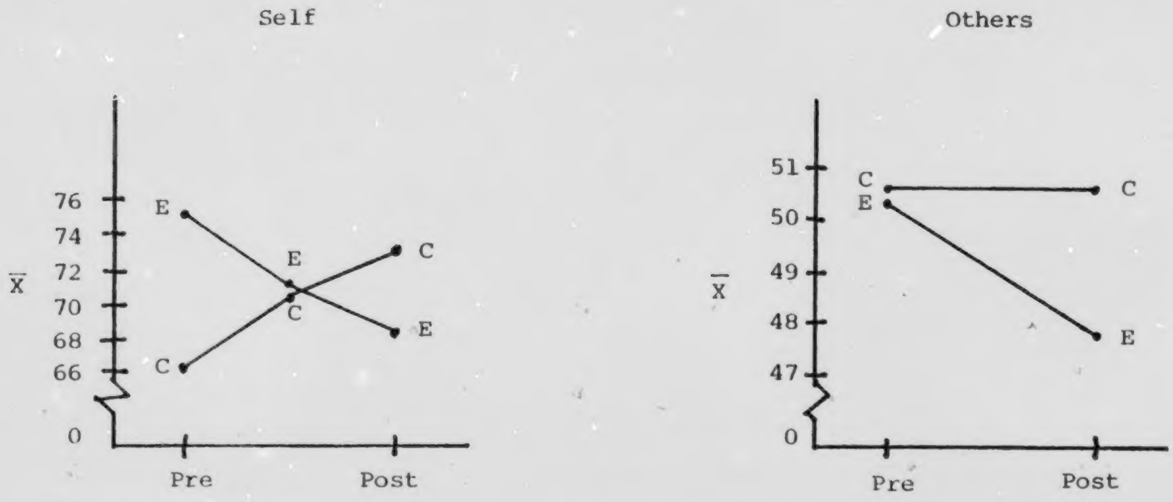

Figure 6

SAS Parts 3 and 4 Data

Parent Data

Although students are the main respondent group impacted by the program, the parents of EBCE students also have an interest in the program. Their cooperation and support are essential for continued program operation.

Hypothesis 6

The sixth hypothesis stated that parents of EBCE students would have positive attitudes toward the EBCE program. The data used to test this hypothesis were from the results of a Parent Opinion Survey which was mailed out to the parents of all 37 students in May, 1977. Responses from 17 parents were received and tabulated.

Results

Most parents who responded were very positive towards all aspects of the EBCE program. Almost all parents (94.1%) were enthusiastic about the amount of opportunity the career education program provided their sons and daughters for learning about occupations. Over three-fourths (76.4%) of the parents felt that EBCE offered their children more or much more opportunity for general learning; all but two parents rated the approaches to learning used in the EBCE program as very good or excellent.

Over eighty-eight percent of the respondents (88.2%) thought that their sons or daughters liked the EBCE program much better than past school experiences; and 94.1% indicated that they would allow their children to participate in EBCE if they had this choice to make again.

Parents felt that the greatest strengths of the EBCE program were (by frequency):

1. Having an opportunity to explore careers before definite decisions are made (5);
2. Learning to plan career activities (3);
3. Acquiring knowledge of job requirements, first hand (2);
4. Overcoming the irrelevancy of education by practical, realistic and useful learning (2);
5. Exposing them to adult work situations while still within a protected atmosphere (2);
6. Having the opportunity to observe what will face him/her in the future (2);
7. Providing freedom for personal development (2);
8. Providing on-the-job training (1);
9. Having an opportunity to mature slowly as responsibility shifts to themselves (1);
10. Promoting the development of independence (1); and
11. Involving them with the business world (1).

Parents listed the greatest weaknesses of the EBCE program to be:

1. Lack of placements and too much of a time lapse between activities (6);
2. Transportation (3);
3. Activities last longer than a normal school day (2);
4. No parent-teacher communication (2);
5. Need more community resource specialists (1);
6. Too much free time (1);
7. Newness of program creates lack of definition, understanding, and acceptance by students, teachers and employers (1);

8. Lack of organization in some areas (1);
9. Parking (1);
10. The program was not specifically set up for the community (1);
11. The community instructors need to understand EBCE better (1);
12. Much of the independent study material is not available (1);
13. Community Resource Specialists need to better explain the program to employers, so that students do not have to during their first appointment (1);
14. The inability of getting enough students involved, who don't care (1); and
15. Difficulty in writing journals, due to lack of activity (1).

All of the respondents thought that the EBCE program had had a good impact on helping their children to formulate career plans. Nearly two-thirds of the parents (64.6%) thought that their sons and daughters were more motivated to learn in the EBCE program than they were in traditional schools. Parents also mentioned that they had noticed positive changes in their sons or daughters that might be attributable to participation in the EBCE program. (See Table 8.)

Table 8

Only three parents mentioned that they had noted any negative changes in their children that might have resulted from participation in the EBCE program. One parent believed that their child had gotten away from disciplined and formal study habits, and another parent felt that there were not enough placements occurring to help students determine future plans.

Table 8

Positive Changes Attributable to EBCE

		Mention	Percent
1.	Student is more mature & independent	6	18.8
2.	Student has a better understanding of responsibilities	4	12.5
3.	Student is more interested in school	4	12.5
4.	Student learned to budget time better	3	9.4
5.	Student developed a more informed and expanded outlook	2	6.3
6.	Student is more confident	2	6.3
7.	Student has improved personal and social development	2	6.3
8.	Student's attitude has improved	2	6.3
9.	Student is more aware of personal neatness	1	3.1
10.	Student has given more thought to field of choice	1	3.1
11.	Student can better relate to people	1	3.1
12.	Student is more outgoing	1	3.1
13.	Student is more willing to do homework	1	3.1
14.	Student has found himself	1	3.1
15.	Student can travel alone	1	3.1
		32	100.1*

*Due to rounding error, total is more than 100%.

The third parent perceived their child to be even more bored with the regular classroom and anxious to move on to college.

Over seventy percent of the parents (70.5%) believed that their sons or daughters talked with them "almost daily" about "what's going on in the career education program;" but only three parents stated that they had had frequent or very frequent contact with EBCE staff members. Over half of the respondents (58.7%) had attended at least one or two meetings during the school year where other parents of EBCE students were present. Nearly two-thirds (64.6%) were definitely sure that they had received enough information about their children's progress in the EBCE program.

All parents contacted (100%) rated the general quality of the EBCE program staff as very good or excellent. Over half (52.8%) rated their overall relationship with members of the EBCE staff as very good or excellent. The enthusiasm of the EBCE staff was rated as very good or excellent by all but one parent.

Over two-thirds of the parents (70.5%) indicated confidence in the occupational plans of their sons or daughters, where such plans existed; however, five of the parents (29.4%) stated that their sons or daughters had made no firm occupational plans at the time of the survey. Over fifty-four percent (54.5%) believed that their son or daughter would be attending college one year after graduating from high school; and one-fourth (27.3%) thought their child would be working at this time. The remainder of the parents (18.2%) thought that one year after leaving high school their son or daughter would be going to a business or trade school.

Parents were also asked about where they had first heard about EBCE. Sources of initial information about EBCE most frequently mentioned by parents were their own children (76.4%) and the home high school (17.6%). One parent had heard about the program by reading "U. S. News and World Report."

When parents were asked which kinds of students they thought would benefit most from a career education program, there seemed to be little consensus of opinion among the parents. Table 9 categorizes and displays parents' replies to this question.

Table 9

Kinds of Students Who Benefit Most From EBCE

		Mention	Percent
1.	Self-motivated student	4	21.0
2.	Very capable students who dislike school	2	10.5
3.	All students	2	10.5
4.	Lower income	2	10.5
5.	Students who are unsure of future	2	10.5
6.	Those seeking early opportunities	1	5.3
7.	Anyone who will ever conceivably work for pay	1	5.3
8.	Those who want more independence than the traditional classroom allows	1	5.3
9.	Those who go directly into community job and/or training	1	5.3
10.	Reliable students	1	5.3
11.	Aggressive students willing to learn	1	5.3
12.	People who get along well with all types	1	5.3
		19	100.1*

*Due to rounding error, total is more than 100%.

Based on the data obtained from parents on the Parent Opinion Survey, hypothesis 6 was not rejected. The majority of parents who responded to the questionnaire did exhibit positive attitudes toward the EBCE program.

Employer Data

One of the major groups necessary for operation of an EBCE program is the experience site resource persons. They serve as the instructors in the community sites, provide input to students, and serve as resources for experiential learning activities.

Hypothesis 7

The seventh hypothesis stated that experience site resource persons and contact persons (frequently designated as "employers") at various levels of their organizations would have positive attitudes toward the EBCE program. The data used to test this hypothesis were gathered from the Employer Questionnaire which was mailed to employers by AEL in May of 1977. Thirty-seven (37) experience sites were randomly selected to be surveyed from a list of more than 112 available experience sites for the FY'77 school year. The 50 employers at the experience sites received the questionnaires in the mail during the first week of May. Even though employers were requested to return them by May 17, questionnaires which were received before June 30 were included in the tabulation. Twenty-seven (27) experience site personnel returned completed questionnaires to AEL/EBCE.

Results

Most employers were positive toward the EBCE program. They complimented EBCE strengths and offered suggestions for program improvement. Two-thirds

(66.7%) of the employers believed that their organizations would continue to participate in the EBCE program in coming years and one-third (33.3%) were unsure or didn't know of their organizations' plans to continue participation in the EBCE program; none of the employers reported a definite no.

More than seventy percent (70.4%) of the employers felt that the EBCE staff had provided them with the necessary information to direct students' activities, and two-thirds (66.7%) felt that the EBCE program functioned as they had been initially led to believe.

Over eighty-eight percent (88.3%) of the employers believed that the EBCE students who had been placed with them were interested in their organization. Employers indicated that students placed at their sites frequently spent time in actively observing site activities, talking with experience site personnel, and actively performing site activities.

Experience site personnel often rendered various supportive services to EBCE students. The following services were frequently or occasionally rendered to students by employers:

1. Talked about activities at the job site (96.2%);
2. Talked about job opportunities (92.5%);
3. Supervised students performing job-related tasks (77.7%);
4. Evaluated individual student assignment sheets (62.9%); and
5. Helped plan students' assignments (62.9%).

The employers mentioned an average of 5.6 services that they rendered to students. For a more detailed breakdown of services rendered by employers to EBCE students, see Table 10.

Table 10

Services Provided by Employers to EBCE Students

(Percentages)

Service Provided	Frequently	Occasionally	Seldom	Never	No Answer
Supervision of students in job-related tasks	55.5	22.2	7.4	14.8	0
Talking about job site activities	96.2	0	0	0	3.7
Talking about job opportunities	51.8	40.7	7.4	0	0
Helping plan students' assignments	51.8	11.1	3.7	33.3	0
Evaluating individual students' assignments	25.9	37.0	7.4	29.6	0
Talking about students' personal problems	11.1	7.4	37.0	44.4	0
Tutoring in an academic area	3.7	11.1	33.3	51.8	0
Assisting students in non-job-related assignments	0	18.5	18.5	62.9	0

Over half of the employers (55.5%) believed that the greatest strengths of the EBCE program were in the areas of career planning and decision-making. They felt EBCE was an excellent opportunity for students to examine different career areas, enabling them to explore different careers through first-hand experience from a practical viewpoint.

Almost all employers reported favorable reactions toward EBCE students from employees and top-level management. Seventy-four percent (74.0%) of employers' comments mentioned favorable reactions toward EBCE students from employees, and more than eighty-one percent (81.4%) of employers' comments mentioned favorable reactions toward EBCE students from top-level management.

Over 48% of the respondents believed that the EBCE students' presence at their experience site had no effect on the quality of the employees' work; 37% felt the EBCE students' presence had some to much impact and over half of the 37% felt it was a good impact. Almost 41% of the respondents felt the students had no effect on the amount of work produced, and of the 44.4% who thought the students' presence had some to much impact, 2/3 perceived the effect to be positive. Seventy-four percent felt that the students had no impact on the company hiring practices. Forty-eight percent believed the students had no impact on the company training policies, and of the nearly 26% who thought the students had impacted their training policies, 3/4 believed that effect to be positive. Where an impact was reported, it was almost always positive; however, many respondents perceived no impact whatsoever on company policies and practices. For a more detailed breakdown of the answers to this question, see Table 11.

Table 11

Impact on Company Policies and Practices

(Percentages)

	Amount of Impact					Value of Impact			
Impact Area	No Impact	Some Impact	Much Impact	Don't Know	No Answer	Good Impact	Bad Impact	Don't Know	No Answer
Quality of employee work	48.1	25.9	11.1	7.4	7.4	22.2	14.8	25.9	37.0
Amount of employee work	40.7	33.3	11.1	7.4	7.4	29.6	11.1	22.2	37.0
Company hiring practices	74.0	3.7	3.7	11.1	7.4	7.4	0	40.7	51.8
Company training practices	48.1	18.5	7.4	18.5	7.4	18.5	0	37.0	44.4
Other									

Almost half (48.1%) of the employers received no feedback from the EBCE staff in regard to the students' progress after leaving the site; but in spite of this, most of the employers (62.9%) felt the program was moderately effective. Some of their suggestions were as follows:

1. Improve communications between staff and employers;
2. Students need to be placed at one site for a greater length of time;
3. Improve the organizational aspect;
4. RP requires more information regarding the program before student arrives; and
5. Improve transportation.

Based on the data obtained from employer questionnaires, hypothesis 7 was not rejected. The majority of experience site resource personnel at various levels of their organizations did exhibit positive attitudes toward the EBCE program.

EBCE Staff Data

Five EBCE staff members (4 learning managers and 1 community resource specialist) rated various learning strategies in the EBCE program. Data are presented in Table 12.

Table 12

The staff members rated all of the learning strategies as being important to highly important (3, 4 or 5); however, the effectiveness of various strategies was questioned. For example:

a) Student Accountability System - 4 members rated as less than effective (2) or totally not effective (1).

Table 12

EBCE Staff Ratings of Program Characteristics

(Frequencies)

Learning Strategies	How Important					How Effective					
	Not Important 1	2	3	4	Highly Important 5	Not Effective 1	2	3	4	Highly Effective 5	NA
a. Student Orientation	–	–	–	1	4	–	–	3	2	–	–
b. Student Acountability System	–	–	1	1	3	1	3	1	–	–	–
c. Student Negotiation	–	–	1	–	4	–	2	2	1	–	–
d. Preprepared Projects	–	–	2	1	2	–	–	2	–	3	–
e. Negotiated Projects	–	–	1	–	4	–	–	3	–	–	–
f. Journals	–	–	–	3	2	–	1	3	1	–	–
g. Competencies	–	–	1	1	3	–	1	2	2	–	–
h. Exploration Packages	–	–	1	3	1	–	2	1	1	1	–
i. Learning Level Process	–	–	–	2	3	–	–	2	2	1	–
j. Special Placements	–	–	–	4	1	–	–	–	2	3	–
k. ILA Materials	–	–	–	–	–	–	–	–	–	–	2
l. Employer Seminars	–	–	3	1	1	–	–	1	3	1	–
m. Student Retreat	–	–	–	1	–	–	–	–	–	–	5
n. Group Activities (e.g., cadres)	–	–	3	1	–	–	2	–	1	–	1
o. Others (please specify): weekly class meetings	–	–	–	1	–	–	–	–	1	–	–

b) Student Negotiation - 2 members rated as less than effective (2).

c) Journals - 1 member rated as less than effective (2).

d) Competencies - 1 member rated as less than effective (2).

e) Exploration Packages - 2 members rated as less than effective (2).

f) Group Activities - 2 members rated as less than effective (2).

All the staff members rated the program as being very helpful (5) in teaching students:

1. To get along with others; and
2. To communicate with adults.

The staff rated the program as being very helpful (5) or helpful (4) in teaching students:

1. To understand more about themselves;
2. To become acquainted with a broad range of resources to use in gathering information for work and decision-making; and
3. To take responsibility for their actions.

The staff rated the program as being very helpful to adequate (5, 4, 3) in teaching students:

1. To develop their creativity;
2. To learn how their interests and abilities fit into potential careers;
3. How to find and keep a job;
4. To analyze potential jobs;
5. The basic skills necessary for the careers that interest them;
6. To improve oral and written communication skills;
7. Confidence in their ability to apply basic skills to complete tasks and solve problems around them;

8. To use information obtained through direct experiences in making decisions;
9. To be more open to ideas and values different from their own; and
10. To feel prepared to accept adult responsibility.

The staff members demonstrated a greater degree of variance (5, 4, 3 or 2) in rating the effects of the program's attempt to teach students:

1. To understand the role of science in our society today;
2. To solve problems logically;
3. To understand the democratic process;
4. How society's values, the government and the economy affect the world of work; and
5. To improve their reading and math skills

The staff cited these factors as all being major contributors to the success of the EBCE program:

1. A substantial site network (2);
2. Good communication between most staff (1);
3. Talented, capable, and eager staff members who have subordinated themselves for the interests of their students (2); and
4. A concern to provide more indepth counseling (1).

They believed the major obstacles limiting the program's success were:

1. Immature personality conflicts, tension, and lack of cooperation and commitment among certain staff members (4);
2. Orienting and implementing school faculties and students (1);
3. Operating from 5 separate locales (1);
4. Lack of equipment in the learning labs (1); and
5. Lack of an effective communication system (1).

The staff noted many sustained improvements occurring in their EBCE students:

1. Improved oral communications skills (2);
2. The ability to work independently (1);
3. Awareness of career interests and aptitudes (2);
4. Personal and social awareness (2);
5. Improved self-concept (1);
6. Increased self-confidence and assurance (1); and
7. Increased responsibility for their own actions.

In addition, they cited the following minimal growths in:

1. Career development, precipitated by a shortage of sites (1);
2. Basic skills - particularly math (2); and
3. Areas such as drafting, biology, chemistry and others (1).

The staff felt that the program had the following effects on the traditional high school program:

1. A negative effect has been created by removing the high school teachers from the regular staff (1);
2. A positive impression has been made on the teachers, in regard to the curriculum, as they are beginning to question tradition (2);
3. Little to no impact has evolved as of yet (1).

The staff also perceived the program as having had the following impacts on the community:

1. Many community instructors have commented that they wish they had had a program like EBCE in their schools (1);

2. They have become more aware of the schools (2);
3. They have become more supportive of the education process (1); and
4. They are more aware of student deficiencies (1).

The following changes were suggested for program improvement:

1. Give the original job descriptions/roles a chance to work (4);
2. Any staff role modifications should occur before program start-up (1);
3. Provide more counseling (1);
4. Implement more follow-up on student explorations and learning levels (1);
5. Provide more contact with students while on the job site (1);
6. Provide improved counseling and follow-up to community participants (1);
7. Increase student screening during recruitment to eliminate students who will not profit from the program (1);
8. More fully implement the student accountability system (2);
9. Improve the school facilities in two areas: decrease noise levels in the study areas, and isolate conference areas (2);
10. Exert more energy towards grooming community instructors (1);
11. Potential salary increase (1);
12. Revise Student Handbook to make it more complete (1);
13. Agree upon uniform way of accounting for time to award credits (1);
14. Provide more time for Learning Managers to manage academics (1); and
15. Provide more audio-visual aids and supplemental materials (1).

Process Data

While some areas of evaluation were oriented towards the collection, processing, and analysis of rather objective and quantifiable data, other areas were associated primarily with the analysis and synthesis of more subjective and qualitative data. This section deals with those data and insights gathered through observation of the implementation process and procedures utilized in the Fayette County EBCE program and through interacting with EBCE staff and students. Some of the specific data may be found in Appendix K.

In general, this project has been on schedule and has operated smoothly. There appeared to be evidence of professional growth by the staff in understanding the EBCE concepts, as well as the operational procedures of the program. There were some weaknesses or problem areas that existed which reduced the potential for a totally successful implementation. Positive aspects of the project included the general quality of the staff, cooperation by the community employers, and enthusiasm of all concerned -- EBCE staff, students, parents, employers, and school personnel.

Much of the management plan was developed prior to submission of the project proposal and is presented throughout in that proposal. The leadership from the project coordinator is enthusiastic. Her understanding of the EBCE concepts has allowed her to relate well to all aspects of the program and to successfully implement the management plan. With her daily input to the planning and operation activities of the program, it did appear that the program was proceeding according to schedule with success in accomplishing the process objectives. Although the plan called for one EBCE program in four centers, it appeared that four programs were forming. Techniques must be implemented to insure that only one total program exists; otherwise, community relations and participation could be affected. The lack of a

Community Advisory Council giving direct input to the program may well have slowed the implementation process.

EBCE staff and key administrative personnel were trained by Northwest Laboratory personnel. The success of training was evidenced in the understanding and subsequent successful implementation of the NWREL model in Fayette County.

Curriculum and instruction activities appeared to be adequate. There were some deficiencies in interrelating career exploration activities and academic requirements. Similarly, all Learning Managers are English/Communications majors; the absence of Math/Science majors has somewhat restricted the potential of the program for providing a broad scope of information and experience to participants. The program did suffer an instructional setback when the school system closed its doors for 23 days in January -- a forced closing precipitated by severe snow, cold, and energy problems. The absence of counselors to provide guidance to EBCE students may well have weakened the overall impact of the program.

Adequate physical facilities were not provided for both staff and students at any of the four learning centers. As the project expands additional facilities will be required. These facilities need to include quiet offices for conducting individual conferences with students, and for making phone calls to employers for purposes of recruitment, utilization, and site maintenance. Partial walls will provide visual privacy but will not provide oral/auditory privacy necessary for carrying on confidential conversations.

Although external dissemination activities during the first year have been somewhat limited, they must be increased during the second and third years of funding. Under normal operating conditions, the project should move through four or five phases during the three-year cycle: 1) setting up and operating an EBCE site, 2) serving as a demonstration site (reactive) to other interested educational agencies; 3) increasing activities related to outreach/dissemination (proactive) activities; 4) providing training and technical assistance to other interested adoption agencies; and 5) providing evaluative services for those other adopting agencies. Although federal monetary support will cease at the end of three years, the use of the Fayette County EBCE project as a fertile seed for the growth of other local or regional EBCE projects is a goal of the federally-supported networking mechanism. The administrative support has made it possible for the program to develop to its current degree. Long range acceptance and support by the administration and the public will ensure the continuation of EBCE in Fayette County in the future. Hopefully, the project will move forward into the other phases of demonstration and outreach activity, and not just an expansion within the Fayette County system.

Finally, adequate implementation of the EBCE process can sometimes affect attendance rates. It appeared that such differences occurred in Fayette County. Based on a 55-day period (2nd twelve-week period), the attendance rate of EBCE students was 93.8% whereas the attendance rate of comparison students was 90.7%. A t-test of differences between proportions was significant ($p < .001$). It thus appears that students who enroll in the EBCE program are absent from school significantly less than students in the traditional program.

SUMMARY & CONCLUSIONS

An alternative educational program titled Experience-Based Career Education (EBCE) was designed, developed, and tested by the Northwest Regional Educational Laboratory (NWREL), using both U. S. Office of Education (USOE) and National Institute of Education (NIE) monies. The purpose of the program was to provide an alternative educational experience for a cross-section of high school age youths. This alternative educational experience was to be characterized by an emphasis on direct employer-site experiences personalized to each student in terms of individual needs, interests, and abilities. The program integrated academic requirements and work experiences opportunities into a comprehensive curriculum.

Based on national public concern and national government priorities, USOE monies were made available from Part D of the Vocational Education Act for educational agencies to operate and demonstrate the EBCE-type programs. Fayette County, Lexington, Kentucky, applied for and received a federal grant to operate and demonstrate the NWREL model of EBCE. In order that the Fayette County EBCE program be properly evaluated, an independent third-party evaluation team from the Appalachia Educational Laboratory (AEL) developed and implemented an evaluation and data analysis plan. A summary of the results obtained from implementation of the plan follows.

Student Data

Assessment instruments were administered to EBCE and comparison students on a pretest/posttest basis. Students completed subtests of the Comprehensive

Tests of Basic Skills (Reading Comprehension, Mathematics Concepts, and Mathematics Applications), a Socialization Profile (sex-role stereotyping), the Attitude Scale of the Career Maturity Inventory (career maturity), the Student Attitude Survey battery (Learning Environment, Work, Self, Others), and a Student Information Questionnaire (demographic data).

Parents, employers, and EBCE staff were also asked to respond to an end-of-year questionnaire. Implementation process documentation involving observation and interaction with students and staff was completed throughout the implementation and operation of the program.

Basic Academic Skills. Analysis of student outcome data indicated positive results favoring the EBCE program. Analysis of scores on standardized basic skills tests (CTBS) indicated that EBCE students did as well as comparison students. Both groups had equivalent scores at the beginning of the program operation and also at posttest time in the Spring. Hence it can be concluded that EBCE students acquired facilitation in basic skills to the same degree as comparison students enrolled in the traditional high school.

Career Knowledge and Planning. Analysis of scores on Part 2 of the SAS battery indicated that students did not acquire significantly greater mastery in career knowledge nor significantly more positive attitudes toward work. Similarly, the EBCE students did not acquire significantly more positive scores in career planning.

Career Maturity. The EBCE students did not acquire significantly greater career maturity as measured by the CMI. Although comparison students showed a slight growth, the growth displayed by EBCE students was also only slight.

Attitudes: Education. EBCE students did not display significantly more positive attitudes toward various aspects of education and toward the total learning environment than did comparison students as measured by Part 1 of the SAS. Inspection of the data showed that on all 5 subscores: 1) comparison students scored higher (or equally high) initially than EBCE students, 2) EBCE students showed positive growth, 3) comparison students showed negative growth, and 4) EBCE students did not score significantly higher than comparison students on the posttests (see Figure 4).

The research literature abounds with studies on the relationship between schooling and attitudes (e.g., Jackson and Getzels, 1959). Those who are low in ability and achievement often show dissatisfaction because of the numerous frustrations they experience in the classroom; those who are high in ability and achievement show dissatisfaction because of the relative lack of stimulation which they experience in the classroom. The author's conjecture about the current attitude data is graphically displayed in Figure 7.

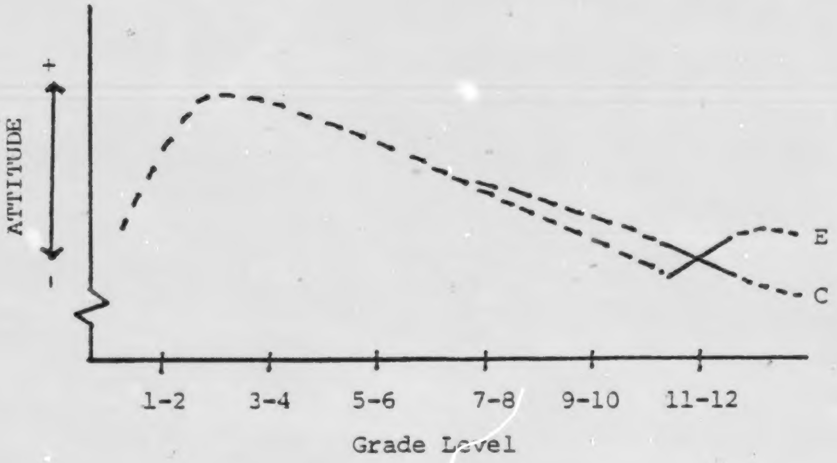

Figure 7
SAS Part 1
Ex Post Facto Projection

The conjecture is that attitudes toward schooling are on the positive upswing before entering school and continue into the early elementary grades. Structure, regimentation, irrelevance, and repetition cause attitudes to take a negative downward swing in middle and upper elementary grades. In junior high, students move from a one-teacher situation to a multi-teacher situation, which continues on into the early high school grades. Since students have the option of eventually taking some "elective" courses, the rate of decline decreases slightly. However, two factions develop -- those who can withstand the structured situation and those who cannot withstand it. Students who were in the comparison group represent the first faction; students who volunteered to enroll in EBCE represent the second faction. Since comparison students remained in the traditional structured system, their measured decline is only a small segment of the continued negative rate of decline depicted in Figure 7. EBCE students, however, opted into an alternative educational program that was tailored to their needs, interests, and abilities. Thus they demonstrated a positive growth in attitude towards their learning environment -- EBCE.

Sex-role stereotyping. Although EBCE students were initially sex-role stereotyping less than comparison students, it was not a significant difference. During the project duration, EBCE students began stereotyping more as did the comparison students. Although persons working in non-traditional roles in Fayette County are not non-existent, the impact of sex-fair counseling, sex-role awareness activities, sex-fair materials, and site placements is not evidenced in the data.

Self and Others. Additional hypotheses about attitudes toward self and toward others were also tested. Analysis of data indicated that EBCE students did not develop significantly more positive attitudes toward self than did the comparison students; although they had significantly more positive attitudes towards themselves initially, the comparison group had significantly more positive attitudes toward self at the end of the school year. While a similar trend for EBCE students was apparent in the attitudes-towards-others data, the differences between the two groups was not significant.

Parent Data

A questionnaire was mailed to parents of all 37 EBCE students to assess their attitudes about the EBCE program. Only 17 parents (45.9%) responded to the questionnaire. Most parents who responded were very positive towards all aspects of the program. Nearly 89% of the respondents thought that their sons or daughters liked the EBCE program much better than past school experiences and, furthermore, over 94% indicated that they would allow their children to participate in EBCE if they had the choice to make again.

Although the parents who responded expressed very positive attitudes toward the EBCE program, over one-half of the parents failed to complete and return the questionnaire. The authors can only speculate as to the meaning -- positive attitudes, ambivalence or apathy, or negative perceptions. A revision in the methodology will be incorporated in subsequent surveys to increase the rate of respondence.

Employer Data

A questionnaire was mailed to 50 community instructors at 37 different experience sites. Only 27 employers (54.0%) responded to the questionnaire. Most employers who responded were positive towards the program. They complimented the EBCE program strengths and offered suggestions for program improvement. Of those who responded to the items over 66% believed that their organizations would continue to participate in coming years, and almost 63% rated the program as moderately effective. About one-half of the employers believed that the greatest strengths of the EBCE program were in the areas of career planning and decision-making; the greatest weakness was that they received no feedback about a student after leaving the experience site. Less than half of the employers believed that the presence of EBCE students at their experience sites had had a positive impact on both the quantity and quality of work performed by the regular employees.

Although the employers who responded expressed positive attitudes toward the EBCE program, the return rate on completed questionnaires was low. About half of the employers failed to return a completed questionnaire. The authors can only speculate (as with the parents) as to the reasons for such a low return rate. While the mechanics of survey research employed by the authors will be revised, it is their feeling that EBCE staff interactions with site personnel (including site recruitment, site analysis, site utilization, and site maintenance procedures) need to be investigated and possibly adjusted.

EBCE Staff Data

Five EBCE staff members rated most of the learning strategies utilized in the EBCE model as important and also indicated that most strategies had been effective in producing student learning (e.g., special placements and preprepared projects). They also contended that the program had been quite helpful in teaching students behaviors such as taking responsibility for their actions, analyzing potential vocations, and understanding themselves.

EBCE staff felt that the substantial site network, good staff communication, subordination of staff for sake of students, and a concern for counseling activities were the four major components contributing to the success of EBCE. They also felt, however, that variables such as personal characteristics of staff, orienting school faculties and students to EBCE, lack of equipment in learning centers, and operating from separate sites were obstacles that had limited the success of EBCE.

They also made several suggestions for program improvement for the next year. Some of the suggestions included providing more counseling, providing more contact with on-site students, improving physical plant facilities, and revising Student Handbook to make it more complete.

Process Data

Observation of the implementation process was made periodically by the third-party evaluators with formative input being given on an immediate as-needed basis. Through observation and interaction much subjective and qualitative data were gathered.

The project appeared to be on schedule in terms of control, planning, and management. The general quality of the staff, cooperation by community personnel, and enthusiasm by all concerned helped to get over the hurdles.

There were some perceived weaknesses or problem areas which reduced the potential for a totally successful implementation. These weaknesses or problem areas included:

1) School closing for 23 days,
2) Inadequate physical facilities,
3) Absence of counselors to directly provide input and guidance to EBCE students, and
4) Lack of sufficient completed and immediately needed Learning Site Analysis Forms.

The first point impacted the program seriously, but the solution is beyond the control of project personnel. The second point can be remedied through increased physical plant renovations. The third point may have an immediate solution through the assignment of counselors to EBCE on a part-time basis. The fourth point can be remedied through a more concerted effort.

The strengths of the program which have contributed to its current status include:

1) Quality and enthusiasm of the operations staff and management staff,
2) Cooperation of the community,
3) Administrative/Board of Education support, and
4) Adequate training by the NWREL personnel.

While these have all contributed to the project's present status, enthusiasm of the staff, cooperation from the community, and continued administrative support must not be reduced or diminished. Training for new personnel and expanded physical facilities must be undertaken -- training to occur as needed and expansion of physical facilities to be done immediately.

Although the program was only in operation for two periods (each 12 weeks) with students and the major emphasis was on start-up and operation, increased emphasis must be placed on demonstration, dissemination and outreach. If federal monies are to be spent in a cost-effective manner, then the emphasis of spending must shift accordingly.

In conclusion, it appears that the implementation process was progressing satisfactorily. Although the project operated one month during an energy crisis (with students working at home and unable to access community sites), all major milestone events appeared to have been met and accomplished.

EBCE student accomplishments appeared to be slight. Measured growth in basic skills was equivalent to that experienced by comparison students in traditional high schools. EBCE students' attitudes toward the various aspects of the learning environment, career knowledge, career planning, and career maturity were comparable to comparison students. EBCE students showed no gains in reducing their sex-role stereotyping. However, unobtrusive assessment indicated that EBCE students were displaying more maturity and accepting responsibility more readily. Although the measured outcomes of program impact on students were not significant, the impact was visually obvious. It may well be that in Fayette County, EBCE is truly an alternative -- an alternative to other well-managed programs in a progressive community, rather than an alternative to an educational boondoggle called the traditional school. It was obvious to the evaluators that the program was operated and managed in a very efficient and effective manner. It was also obvious to the evaluators that the students were being impacted in a very positive way. Since the student data do not directly support the program's impact, one may be led to conclude that the program had no impact. In the evaluator's opinion, this is not the case. The assessment instruments may have been too insensitive to measure the actual impact of the program.

Finally, the perceptions and attitudes of parents and employers as well as those of the EBCE staff were positively oriented. They complimented the strengths and successes and offered comments and suggestions to alleviate program weaknesses or problem areas.

It is the opinion of the authors that the EBCE program in Fayette County, Kentucky, has successfully provided students with an alternative educational opportunity which is relevant to their needs, interests, and abilities. It is felt that EBCE will be the catalyst for making the transition from youth to adulthood a smooth and rewarding journey.

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APPENDIX A

Vita for Dr. Joe E. Shively

VITA

NAME Joe E. Shively

ADDRESS P. O. Box 1348
Charleston, West Virginia 25325

TELEPHONE Office - 304/344-8371

DATE OF BIRTH March 3, 1945

EDUCATION

1963 Tippecanoe High School, Tippecanoe, Indiana

1967 B.S. - Purdue University
Major: Mathematics
Minor: Chemistry

1968 M.S. - Purdue University
Major: Educ. Research/Educ. Psychology
Minor: Measurement and Statistics

M.S. Thesis - Characteristics of High School Students Unable to Take Driver Training

1970 Ph.D. - Purdue University
Major: Educ. Research/Educ. Psychology
Minor: Statistics and Measurement

Ph.D. Thesis - Evaluation of the Effects of Creativity Training Programs in the Elementary School

HONORS

1963-67 Disney Scholarship
1966-67 U.S.O.E. Undergraduate Research Fellowship
1967-70 U.S.O.E. Graduate Educational Research Fellowship
1976-77 Personalities of the South

MEMBERSHIPS American Educational Research Association
American Psychological Association
National Council on Measurement in Education
Phi Delta Kappa

EMPLOYMENT

1970 Purdue University, Lafayette, Indiana: Graduate Instructor of Statistics

1970-73 CEMREL, Inc., Carbondale, Illinois: Evaluation Specialist - CSMP

EMPLOYMENT (cont'd)

1970-73 Southern Illinois University, Carbondale, Illinois: Assistant Professor of Mathematics (Adjunct)

1973-75 Appalachia Educational Laboratory, Inc., Charleston, West Virginia: Research and Evaluation Specialist - MPEP

1974- College of Graduate Studies, Institute, West Virginia: Assistant Professor of Education (Adjunct)

1975- Appalachia Educational Laboratory, Inc., Charleston, West Virginia: Director of Evaluation - EBCE

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Asher, William and Joe E. Shively. The Technique of Discriminant Analysis: A Reclassification of Harbison and Myers's Seventy-Five Countries. Comparative Education Review, 13(2), June 1969, 180-186.

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CONSULTANCIES

1976 - Clarke County Schools, Athens, Georgia.
Dr. Jerry Purser - Career Education Evaluation

1976 - Joint School District No. 1, Fond du Lac, Wisconsin.
Mr. Fred Cruckson - Career Education Evaluation

1976 - Harrisburg Public Schools, Harrisburg, Pennsylvania.
Dr. Joan Beers, Career Education Evaluation

1976 - Cabin Creek Health Clinic, Cabin Creek, West Virginia.
Mrs. Linda Lucci, Health and Education Needs: ECE

THIRD-PARTY EVALUATIONS

1976-77 Conecuh County, Evergreen, Alabama: Career Education Program.
Principal Investigator.

1976-77 Fayette County, Lexington, Kentucky: Career Education Program.
Principal Investigator.

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APPENDIX B

Comprehensive Tests of Basic Skills

Comprehensive Tests of Basic Skills (CTBS)

Purpose

The CTBS were designed to provide improved measurement of the extent to which individual students have developed basic academic skills. There are four levels of the tests with alternate forms for each level.

Respondent Group

Students

Item Content

The CTBS battery booklet (Level 4 - Form S) includes tests in several basic skills areas: reading, language, arithmetic, study skills, science and social studies. The areas are divided into 10 separately-timed tests, each utilizing a multiple-choice item format. The 10 tests of the CTBS and a brief description are as follows:

Test 1 - Reading Vocabulary. This 40-item test provides a measurement of a student's ability to select the word that has the best meaning.

Test 2 - Reading Comprehension. This 45-item test is composed of blocks of items which test the reading of such selections as articles, stories, poems, and letters.

Test 3 - Spelling. This 30-item test measures the student's ability to recognize correct and incorrect spelling of words.

Test 4 - Language Mechanics. This 20-item test measures a student's ability to punctuate and capitalize.

Test 5 - Language Expression. This 35-item test measures the correctness and effectiveness of expression.

Test 6 - Mathematics Computation. This test consists of 48 items equally distributed among the four arithmetic operations: addition, subtraction, multiplication, and division.

Test 7 - Mathematics Concepts and Applications. The first 25-item test measures the student's ability to recognize and/or apply the appropriate concept and technique; the ability to convert concepts from one form to another; the ability to comprehend numerical concepts and understand their interrelationships; and the ability to organize all facts in more complex problems. The second 25-item test measures a student's problem-solving abilities. Separate scores are reported for each section.

Test 8 - Reference Skills. This 20-item test measures the ability to use reference materials - to locate various types of information and select the appropriate reference books for specific purposes.

Test 9 - Science. This 40-item test assesses the student's ability to investigate problems in science and recall scientific facts or concepts.

Test 10 - Social Studies. This 39-item test measures the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies.

Administration Procedures

The CTBS-Level 4 may be completed by any student in grades 8 through 12. The CTBS total battery requires approximately 4½ hours (each test has a working time and time allotted for instructions). The instrument can be administered on an individual as well as a group basis. The complete CTBS battery or any subset of the 10 tests may be administered.

Scoring Procedures

The publisher furnishes a scoring key for hand-scoring or the answer sheets may be sent to the publisher for machine scoring. Percentile conversion tables are available in the manual.

Availability/Price*

Complete Battery	
Booklets	22.40/35
Partial Battery	
Booklets	21.70/35
Answer Sheets (IBM - hand score)	
Reading & Reference Skills	5.00/50
Mathematics	5.00/50

---

*as of 1-1-77

Hand-Scoring Stencils

Reading & Reference Skills	2.50/1
Mathematics	2.50/1

Order from:

CTB/McGraw-Hill
Order Service Center
Del Monte Research Park
Monterey, CA 93940

Phone: 408/649-8400

APPENDIX C

Student Attitude Survey

Student Attitude Survey (SAS)

Purpose

The SAS was designed to provide an instrument for the assessment of student attitudes toward learning environments, career knowledge and planning, self, and others.

Respondent Group

Students

Item Content

There are four parts to the survey. The first 26 items yield four subscale scores and a total composite score on attitudes toward learning environments.

Subscale 1. This subscale consists of 7 items which measure student attitudes toward education in general.

Subscale 2. This subscale consists of 5 items which measure student attitudes toward school curriculum.

Subscale 3. This subscale consists of 9 items which measure student attitudes toward school resources.

Subscale 4. This subscale consists of 5 items which measure student attitudes toward school counseling.

Composite Score. The totality of 26 items measure overall student attitudes toward the learning environment.

The next 22 items yield two subscale scores on career knowledge and career planning. There are 12 items in the career knowledge subscale and 10 items in the career planning subscale.

The third subtest contains 19 items. This subtest assesses students' attitudes toward themselves. The fourth subtest contains 13 items. This subtest measures students' attitudes toward other people.

Administration Procedures

The SAS may be completed by any secondary school student. The SAS takes approximately 25 minutes to administer. Since the item order is randomized within the first 26 items, the subscales cannot be administered separately.

Scoring Procedures

Since many of the items utilize reverse-polarity, hand scoring keys are not available. Machine scoring and profile description sheets may be obtained from the publisher.

Availability/Prices*

Complete Battery	12.50/50
Part 1 only	8.50/50
Scoring	
SAS	.30/student
Part 1	.15/student

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*Prices as of 1-1-77

Order from:

Materials Distribution Center
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, PA 19103

APPENDIX D

Career Maturity Inventory

Career Maturity Inventory (CMI)

Purpose

The CMI was designed to provide an inventory on career choice attitudes and on career choice competencies.

Respondent Group

Students

Item Content

The CMI provides two types of measures: the Attitude Scale and the Competence Test. The Competence Test contains five parts. A brief description of the CMI follows:

Attitude Scale. This is a measure of the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work. Five attitudinal clusters are surveyed: involvement in the career choice process; orientation towards work; independence in decision-making; preference for career choice factors; and conceptions of the career choice process.

Competency Test. This provides an inventory of students' abilities, knowledge or orientation as related to several aspects of the world of work.

Part 1: Knowing Yourself (self-appraisal)

Part 2: Knowing About Jobs (occupational information)

Part 3: Choosing A Job (goal selection)

Part 4: Looking Ahead (planning)

Part 5: What Should They Do (problem-solving)

Administration Procedures

The CMI may be completed by any student in grades 6 through 12 (senior year of college for the attitude scale). The CMI can be administered in approximately 2½ hours (each part takes approximately 20 minutes). The instrument can be administered on an individual as well as group basis. The complete CMI battery or any subset of the six parts of the CMI may be administered.

Scoring Procedures

The publisher furnishes a scoring key for hand scoring or the answer sheets can be sent to the publisher for scoring. Percentile conversion tables are available in the manual.

Availability/Price*

Complete Inventory	$23.45/35
Attitude Scale	6.65/35
Competence Test	18.20/35
Answer Sheets (IBM - hand score)	5.00/50
Hand Stencils	2.50/1

Order from:
CTB/McGraw-Hill
Order Service Center
Del Monte Research Park
Monterey, CA 93940

Phone: 408/649-8400

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*Price as of 1-1-77

APPENDIX E

Socialization Profile

Socialization Profile (SP)

Purpose

The SP was designed to provide an assessment of the sex-role stereotyping that individuals do. It is still an experimental instrument.

Respondent Group

Students

Item Content

The SP utilized by AEL contains 36 bipolar items. Each item describes with an adjective or a short phrase a particular behavior trait or characteristic (e.g., very passive - very active). Students mark each of the 36 items first in terms of an adult male (M) and then in terms of an adult female (F). Hence, a student must make 72 responses on the instrument.

Administration Procedures

The SP may be completed by high school students and older adults. The instrument requires about 35 minutes to complete.

Scoring Procedures

Scoring procedures are available from the author.

Availability/Prices

Information on availability/prices may be obtained from the author:

Dr. Inge K. Broverman
Department of Mental Health
Worcester State Hospital
Worcester, Massachusetts 01613

APPENDIX F

Student Information Questionnaire

Student Information Questionnaire (SIQ)

Purpose

The SIQ was designed to obtain data on basic demographic variables.

Respondent Group

Students (EBCE and comparison/control).

Item Content

The 11-item questionnaire provides information on race, sex, grade level, age, parents' educational levels and occupations, and long and short-range goals.

Administrative Procedures

The SIQ is usually the first instrument that is administered in the pretest battery. It is untimed but is usually completed by students in 5-10 minutes.

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open response, tabulations are used.

Availability/Price

The local implementation site is permitted to duplicate this instrument at their own expense.

AEL/EBCE/JES/8-25-76

NAME ______________________________ DATE ________________

SCHOOL ____________________ CITY __________ STATE _________

STUDENT INFORMATION QUESTIONNAIRE

1. Are you:

   ☐ Male

   ☐ Female

2. Are you:

   ☐ White

   ☐ Black

   ☐ Oriental

   ☐ Spanish Descent (Chicano, Puerto Rican, etc.)

   ☐ Native American

   ☐ Other (specify) ____________________

3. What is your current grade level (as of September, 1976)?

   ☐ 10th grade

   ☐ 11th grade

   ☐ 12th grade

4. What is your birth date?

   ____________ ________ __________
   MONTH DAY YEAR

5. What is your father's highest level of formal education completed?

- ☐ None
- ☐ Elementary School
- ☐ Some High School
- ☐ High School Graduate
- ☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)
- ☐ College graduate (four-year degree)
- ☐ Some graduate work
- ☐ Advanced degree (specify) ____________________

6. What is your mother's highest level of formal education completed?

- ☐ None
- ☐ Elementary School
- ☐ Some High School
- ☐ High School Graduate
- ☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)
- ☐ College graduate (four-year degree)
- ☐ Some graduate work
- ☐ Advanced degree (specify) ____________________

7. How many of your brothers and sisters dropped out of school?

____ None
____ One
____ Two
____ Three
____ Four
____ Five or More

8. What are your long-range goals? Check only one.

☐ 1. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

☐ 2. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

☐ 3. FARMER, FARM MANAGER

☐ 4. HOMEMAKER OR HOUSEWIFE

☐ 5. LABORER such as construction worker, car washer, sanitary worker, farm laborer

☐ 6. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

☐ 7. MILITARY such as career officer, enlisted man or woman in the armed forces

☐ 8. OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant

☐ 9. PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress

☐ 10. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

☐ 11. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman

☐ 12. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker

☐ 13. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

☐ 14. TECHNICAL such as draftsman, medical or dental technician, computer programmer

☐ 15. OTHER (specify) ____________________

☐ 16. DON'T KNOW

9. What do you expect to be doing one year after completing high school?

- ☐ Working full-time
- ☐ Entering an apprenticeship or on-the-job training program
- ☐ Going into regular military services or to a service academy
- ☐ Being a full-time homemaker
- ☐ Attending a vocational, technical, trade or business school
- ☐ Taking academic courses at junior or community college
- ☐ Taking technical or vocational subjects at a junior or community college
- ☐ Attending a four-year college or university
- ☐ Working part-time
- ☐ Other (travel, take a break, no plans)

10. What is your major field of study?

- ☐ General Curriculum
- ☐ Vocational Education Curriculum
- ☐ College Preparatory Curriculum
- ☐ Other (specify) ______________

11. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

APPENDIX G

Employer Questionnaire

Employer Questionnaire (EQ)

Purpose

The EQ was designed to provide an assessment of community persons' opinions about the EBCE program to which they have devoted time and resources.

Respondent Group

Community Employers/Resource Persons

Item Content

The 15-item questionnaire identifies community employers/resource persons attitudes toward the EBCE program and elicits the degree of their support for continued participation.

Administrative Procedures

The EQ is designed to be completed by the community personnel in their places of business. Community employers/resource persons are mailed the EQ, a cover letter explaining the purpose of the instrument, and a stamped, self-addressed return envelope. They are requested to return the completed EQ by a specified date. (A telephone call may be necessary to increase the return rate.)

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open-ended response, tabulations are utilized.

Availability/Price

The local implementation site is permitted to duplicate the EQ at their own expense.

Appalachi
Educational
Laborator

May 3, 1977

Dear Contact Person:

Your organization has been most helpful to the local Experience-Based Career Education (EBCE) Program by contributing time and resources, thus providing students with an opportunity to learn. Appalachia Educational Laboratory has a contract to do an independent third-party evaluation of the federally funded EBCE program. It is extremely important that we find out what you who work with our students think about the EBCE program. A questionnaire was developed to help us to obtain some of this needed information. I would like you to give the enclosed questionnaires (and return envelopes) to the community instructors in your organization who have worked most closely with the students. If you fill the dual roles of organization contact person and community instructor, please feel free to complete one of the questionnaires.

I will be responsible for analysis of the data obtained on the questionnaire. I would like to assure you that the carefully coded information obtained from this questionnaire will remain confidential and will not be seen by anyone in the EBCE project. Printed reports of the data will contain only summary information and will not contain specific names of individuals or organizations.

If there are any questions about the procedures or any of the items on the questionnaire, please feel free to call me at 304/344-8371. I would appreciate it if the completed questionnaires were returned in the enclosed envelope by May 17.

Thank you for taking your valuable time to provide us with this most helpful information.

Sincerely yours,

Joe E. Shively

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

Enclosures

Appalachia Educational Laboratory, Inc. • Experiential Education Division
20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304
(304) 344-8371

EMPLOYER QUESTIONNAIRE

Name of Resource Person _______________________________________

Name of Company ____

Questions

1. Did the EBCE staff provide you with the necessary information to help you direct students' activities at your site?

   Yes _____ No _____ Sometimes _____

2. Did the EBCE staff usually:

   _____ Show you the Student Activity Sheet(s)

   _____ Show you the Student Program Profile

   _____ Show you the type of products expected from student

   _____ Explain reason for the particular placement

   _____ Provide you with feedback on student's progress

3. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) program students? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Do you talk about job opportunities?	_____	_____	_____	_____
Do you talk about the students' personal problems?	_____	_____	_____	_____
Do you talk about activities at your site?	_____	_____	_____	_____
Do you tutor in an academic area?	_____	_____	_____	_____
Do you evaluate individual students' assignments?	_____	_____	_____	_____

	Frequently	Occasionally	Seldom	Never
Do you assist students in non-job related assignments?	____	____	____	____
Do you supervise students to perform a specific job-related task at your site?	____	____	____	____
Do you help plan student assignments?	____	____	____	____
Other (specify) ________				
____________________	____	____	____	____

4. How do students spend their time at your site? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Observing site activities	____	____	____	____
Researching from site materials	____	____	____	____
Actively performing site activities	____	____	____	____
Talking with me	____	____	____	____
Talking with other site personnel	____	____	____	____
Individual study	____	____	____	____
Other (specify) ________				
____________________	____	____	____	____

5. Do you think the EBCE students have been interested in your site?

Yes ____ No ____ Don't know ____

Explain: ____

____

6. Based on the EBCE students placed at your site, do you feel these students were interested in the concept of EBCE?

   Yes _____ No _____ Don't know _____

7. How have employees at your site reacted to the EBCE students placed at your site? ______________________________

   ____

8. How has top level management reacted to the EBCE students placed here? ______________________________

   ____

9. Have you been satisfied with the feedback that you received relating to what happens to the student after he leaves your site?

   Yes _____ No _____ Comment: ______________________________

   ____

10. Do you think your company will continue working with the EBCE project during the next couple of years?

    Yes _____ No _____ Don't know _____

11. Based on the students and staff you've met, how effective do you feel the program was? ______________________________

    ____

12. Do you feel the program functioned as you were led to believe when you were recruited as an employer site?

    Yes _____ No _____ Don't know _____

13. What do you feel the strengths of the EBCE Program are?

    ____

    ____

14. What do you feel the weaknesses of the EBCE Program are?

____

____

15. To what extent has the EBCE Program had an impact on . . . . .?

(Check each appropriate category.)

	How Much Impact				Value of Impact		
	No Impact	Some Impact	Much Impact	Don't Know	Good Impact	Bad Impact	Don't Know
a. Quality of work performed by regular employees	___	___	___	___	___	___	___
b. Amount of work performed by regular employees	___	___	___	___	___	___	___
c. Company hiring practices	___	___	___	___	___	___	___
d. Company training practices	___	___	___	___	___	___	___
e. Other possible impacts (list)							
______________	___	___	___	___	___	___	___
______________	___	___	___	___	___	___	___
______________	___	___	___	___	___	___	___

APPENDIX H

Parent Opinion Survey

Parent Opinion Survey (POS)

Purpose

The POS was designed to provide an assessment of parents' opinions about the EBCE program in which their son or daughter is participating.

Respondent Group

Parents (guardians) of EBCE students.

Item Content

The 24-item inventory identifies parent attitudes toward the EBCE program and permits parents to compare the EBCE program to the traditional high school program in which their children were previously participating.

Administration Procedures

The POS is designed to be completed by the parents in the privacy of their homes. Parents are mailed the POS, a cover letter explaining the purpose of the instrument, and a stamped return envelope. They are requested to return the completed POS by a specified date. (A telephone call may be necessary to increase the return rate.)

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open-ended response, tabulations are utilized.

Availability/Price

The local implementation site is permitted to duplicate this instrument at their own expense.

Appalachia Educational Laboratory

May 3, 1977

Dear Parents:

During the past year your child has participated in an Experience-Based Career Education (EBCE) program. Appalachia Educational Laboratory has a contract to do an independent evaluation of the federally-funded EBCE program. It is extremely important that we receive some information from you concerning your thoughts and attitudes toward the EBCE program. Your responses are therefore an important part of a national attempt to evaluate the EBCE project.

I will be responsible for analysis of the information obtained on the questionnaire. Your responses will be carefully coded so that confidentiality will be preserved. None of the teachers or administrators of the EBCE program will see your questionnaire. They will see a summarization of all the questionnaires in a Final Evaluation Report.

If you have any questions or concerns about any of the items, please feel free to contact me (collect) at 304/344-8371. Please return the questionnaire in the enclosed envelope by May 17.

Thank you again for taking your valuable time to assist us in evaluating and improving the EBCE program.

Sincerely,

Joe E. Shively

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

Enclosure

Appalachia Educational Laboratory, Inc. • Experiential Education Division
20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304
(304) 344-8371

Parent Opinion Survey

This survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from ① to ⑤. The phrases at the top and bottom of each set of questions indicate what the scale means. A ① may mean something like "Definitely No"; if you feel strongly that the answer to the question is No, then you should circle the ①. A ⑤ may mean "Definitely Yes"; if you feel strongly that the answer is Yes, then you should circle the ⑤. The numbers in between (2, 3, 4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes". Some scales have different phrases, but they all work the same way.

Read the phrase above the numbers so you know what the scale means, then read each question, and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	5

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	5

4. What do you think are the greatest weaknesses of the EBCE Program?

____

____

____

____

5. What do you think are the greatest strengths of the EBCE Program?

____

____

____

____

6. Have you received enough information about your son's or daughter's progress in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

7. In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?

Much Less				Much More
1	2	3	4	5

8. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely Bad				Definitely Good
1	2	3	4	5

9. In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for general learning?

Much Less		About the Same		Much More
1	2	3	4	5

10. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE Program?

Much Less		About the Same		Much More
1	2	3	4	5

11. How would you rate the approaches to learning used in the EBCE Program?

Poor				Excellent
1	2	3	4	5

12. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

____

____

____

13. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

____

____

____

14. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost Never				Almost Daily
1	2	3	4	5

15. About how often have you had any contact with any EBCE Program staff members?

Almost Never				Very Frequently
1	2	3	4	5

16. How many meetings have you attended during this school year where other parents of EBCE students were present?

None	1	2	3	4 or More

17. How would you rate the general quality of the EBCE Program staff?

Poor				Excellent
1	2	3	4	5

18. How would you rate the business or community resources available in the EBCE Program?

Poor				Excellent
1	2	3	4	5

19. How would you rate your overall relationship with the staff of the EBCE Program?

Poor				Excellent
1	2	3	4	5

20. How would you rate the enthusiasm of the EBCE Program staff?

Poor				Excellent
1	2	3	4	5

21. What do you think of the occupational plans of your daughter or son?

a. ___ There aren't any firm plans yet.

b. ___ The plans should be changed.

c. ___ The plans seem to be good.

d. ___ We haven't really had a chance to discuss the plans.

22. What do you think your son or daughter will be doing a year after high school?

a. ___ Working

b. ___ Attending some kind of college

c. ___ Going to a business or trade school

d. ___ Military

e. ___ Other (please specify) ______________________________

23. How did you first hear about the EBCE Program?

____

24. What kinds of students do you think benefit most from the EBCE Program?

____

____

APPENDIX I

EBCE Staff Questionnaire

EBCE STAFF QUESTIONNAIRE

This questionnaire is being utilized to obtain your perceptions and opinions about the implementation of EBCE at your site. Your responses will be coded so that confidentiality will be preserved. None of the other local staff or administrators of the EBCE program will see your completed questionnaire. They will see a summary report of all the questionnaires in the Final Third-Party Evaluation Report. Thank you for again taking your valuable time to assist in evaluating and improving the EBCE program.

Name ______________________________

Site ______________________________

Position ___________________________

1. Listed below are major learning strategies used in one or more EBCE projects. Some strategies may be considered important but not producing effective results, while others may be considered very effective but of low importance. Please rate strategy in terms of how important you feel it is for EBCE students and then in terms of how effective you feel it has been this year. Using the 5-point scale, rate importance and effectiveness by circling the appropriate number on the scale for each Learning Strategy. If the strategy is not used in your project, please circle NA for not applicable.

	How Important					How Effective					
Learning Strategies	Not Imp.				Highly Imp.	Not Eff.				Highly Eff.	
a. Student Orientation	1	2	3	4	5	1	2	3	4	5	NA
b. Student Accountability System	1	2	3	4	5	1	2	3	4	5	NA
c. Student Negotiation	1	2	3	4	5	1	2	3	4	5	NA
d. Preprepared Projects	1	2	3	4	5	1	2	3	4	5	NA
e. Negotiated Projects	1	2	3	4	5	1	2	3	4	5	NA
f. Journals	1	2	3	4	5	1	2	3	4	5	NA
g. Competencies	1	2	3	4	5	1	2	3	4	5	NA
h. Exploration Packages	1	2	3	4	5	1	2	3	4	5	NA
i. Learning Level Process	1	2	3	4	5	1	2	3	4	5	NA
j. Special Placements	1	2	3	4	5	1	2	3	4	5	NA
k. ILA Materials	1	2	3	4	5	1	2	3	4	5	NA
l. Employer Seminars	1	2	3	4	5	1	2	3	4	5	NA
m. Student Retreat	1	2	3	4	5	1	2	3	4	5	NA
n. Group Activities (e.g., cadres)	1	2	3	4	5	1	2	3	4	5	NA

o. Others (please specify):

2. How helpful have EBCE experiences been in helping students understand the role of science in our society today?

Very helpful			Of little or no help	
5	4	3	2	1

3. How helpful do you feel EBCE experiences this year have been in helping students solve problems logically?

Very helpful Of little or no help
5 4 3 2 1

4. How helpful have EBCE experiences been in helping students get along with others?

Very helpful Of little or no help
5 4 3 2 1

5. How helpful have EBCE experiences been in helping students understand more about themselves?

Very helpful Of little or no help
5 4 3 2 1

6. How helpful have EBCE experiences been in helping students develop their own creativity?

Very helpful Of little or no help
5 4 3 2 1

7. How helpful have EBCE experiences been in helping students understand the democratic process?

Very helpful Of little or no help
5 4 3 2 1

8. How helpful have EBCE experiences been in helping students learn how society's values, the government and the economy affect the world of work?

Very helpful Of little or no help
5 4 3 2 1

9. How helpful have EBCE experiences been in helping students learn how their interests and abilities fit into potential careers?

Very helpful Of little or no help
5 4 3 2 1

10. How helpful have EBCE experiences been in helping students learn how to find and keep a job?

Very helpful Of little or no help
5 4 3 2 1

11. How helpful have EBCE experiences been in helping students learn to analyze potential jobs?

Very helpful Of little or no help
5 4 3 2 1

12. How helpful have EBCE experiences been in helping students improve their reading skills?

Very helpful				Of little or no help
5	4	3	2	1

13. How helpful have EBCE experiences been in helping students learn the basic skills necessary for the careers that interest them?

Very helpful				Of little or no help
5	4	3	2	1

14. How helpful have EBCE experiences been in helping students improve their oral communication skills?

Very helpful				Of little or no help
5	4	3	2	1

15. How helpful have EBCE experiences been in helping students improve their math skills?

Very helpful				Of little or no help
5	4	3	2	1

16. How helpful have EBCE experiences been in helping students know what level of basic skills proficiency is required in the jobs of interest to them?

Very helpful				Of little or no help
5	4	3	2	1

17. How helpful have EBCE experiences been in helping students improve their written communication skills?

Very helpful				Of little or no help
5	4	3	2	1

18. How helpful have EBCE experiences been in helping students become acquainted with a broad range of resources to use in gathering information for work and decision making?

Very helpful				Of little or no help
5	4	3	2	1

19. How helpful have EBCE experiences been in helping students gain conficence in their ability to apply basic skills to complete tasks and solve problems around them?

Very helpful				Of little or no help
5	4	3	2	1

20. How helpful have EBCE experiences been in helping students take responsibility for their own actions?

Very helpful				Of little or no help
5	4	3	2	1

21. How helpful have EBCE experiences been in helping students communicate comfortably with adults?

Very helpful Of little or no help
5 4 3 2 1

22. How helpful have EBCE experiences been in helping students use information obtained through direct experiences in making decisions?

Very helpful Of little or no help
5 4 3 2 1

23. How helpful have EBCE experiences been in helping students become more open to ideas and values different from their own?

Very helpful Of little or no help
5 4 3 2 1

24. How helpful have EBCE experiences been in helping students feel prepared to accept adult responsibilities?

Very helpful Of little or no help
5 4 3 2 1

25. What factors, if any, have you seen this year that are contributing in a major way to the success of the EBCE program?

26. What obstacles, if any, have you seen this year that are limiting the success of the EBCE program?

27. In what areas do you feel EBCE students have made the greatest growth this year? Why?

28. In what areas do you feel EBCE students have made the least growth this year? Why?

29. What effects, if any, do you feel the EBCE program has had on the regular high school program? Why?

30. What effects, if any, do you feel the EBCE program has had on the community? Why?

31. What changes, if any, would you suggest in the EBCE program for next year?

APPENDIX J

ANOVA and ANCOVA Tables

Comprehensive Tests of Basic Skills (CTBS)

Reading Comprehension			Pretest		
Source	SS	df	MS	F	p
TRT	132.8	1	132.8	1.29	-
Error	4131.1	40	103.3		
Total	4263.9	41			
			Posttest		
TRT	85.8	1	85.8	0.94	-
Error	3655.8	40	91.4		
Total	3741.6	41			
Mathematics Concepts			Pretest		
TRT	0.2	1	0.2	0.02	-
Error	293.4	37	7.9		
Total	293.6	38			
			Posttest		
TRT	0.5	1	0.5	0.10	-
Error	177.9	37	4.8		
Total	178.4	38			
Mathematics Applications			Pretest		
TRT	2.5	1	2.5	0.86	-
Error	107.8	37	2.9		
Total	110.3	38			
			Posttest		
TRT	0.5	1	0.5	0.14	-
Error	129.2	37	3.5		
Total	129.7	38			

Student Attitude Survey (SAS) - Part 1

Education - General		Pretest			
Source	SS	df	MS	F	p
TRT	0.6	1	0.6	0.02	-
Error	1505.8	56	26.9		
Total	1506.4	57			
		Posttest			
TRT	38.0	1	38.0	1.43	-
Error	1448.4	56	26.6		
Total	1526.4	57			
School Curriculum		Pretest			
TRT	0.7	1	0.7	0.06	-
Error	690.9	56	12.3		
Total	691.6	57			
		Posttest			
TRT	24.2	1	24.2	2.12	-
Error	638.0	56	11.4		
Total	662.2	57			
School Resources		Pretest			
TRT	38.1	1	38.1	1.29	-
Error	1652.1	56	29.5		
Total	1690.2	57			
		Posttest			
TRT	9.0	1	9.0	0.38	-
Error	1323.8	56	23.6		
Total	1332.8	57			

SAS - Part 1 (Cont'd)

School Counseling

Source	SS	df	MS	F	p
Pretest					
TRT	0.0	1	0.0	0.00	-
Error	1358.4	56	24.3		
Total	1358.4	57			
Posttest					
TRT	27.6	1	27.6	1.84	-
Error	837.8	56	15.0		
Total	865.4	57			
Total Learning Environment					
Pretest					
TRT	60.1	1	60.1	0.23	-
Error	14775.5	56	263.9		
Total	14835.6	57			
Posttest					
TRT	72.8	1	72.8	0.39	-
Error	10573.6	56	188.8		
Total	10646.4	57			

Student Attitude Survey (SAS) - Part 2

Source	SS	df	MS	F	p
Career Knowledge			Pretest		
TRT	77.5	1	77.5	1.19	-
Error	3651.3	56	65.2		
Total	3728.8	57			
			Posttest		
TRT	145.9	1	145.9	2.64	-
Error	3098.7	56	55.3		
Total	3244.6	57			
Career Planning			Pretest		
TRT	31.9	1	31.9	1.30	-
Error	1369.5	56	24.5		
Total	1401.4	57			
			Posttest		
TRT	38.2	1	38.2	1.24	-
Error	1726.6	56	30.8		
Total	1764.8	57			
Work			Pretest		
TRT	208.6	1	208.6	1.49	-
Error	7827.3	56	139.8		
Total	8035.9	57			
			Posttest		
TRT	333.1	1	333.1	2.31	-
Error	8089.1	56	144.5		
Total	8422.2	57			

Student Attitude Survey (SAS) - Parts 3 and 4

Part 3 - Self			Pretest		
Source	SS	df	MS	F	p
TRT	1051.9	1	1051.9	4.38	<.05
Error	13446.3	56	240.1		
Total	14498.2	57			
			Posttest		
TRT	0.6	1	0.6	0.06	-
Error	5561.8	56	99.3		
Total	5562.4	57			
			ANCOVA		
Total	1781.1	56			
Error	1512.7	55	27.5		
TRT	268.4	1	268.4	9.76	<.01
				b = 0.55	
Part 4 - Others			Pretest		
TRT	0.1	1	0.1	0.00	-
Error	2384.2	56	42.6		
Total	2384.3	57			
			Posttest		
TRT	99.6	1	99.6	1.82	-
Error	3071.3	56	54.8		
Total	3170.9	57			

Career Maturity Inventory (CMI)

Attitude		Pretest			
Source	SS	df	MS	F	p
TRT	84.8	1	84.8	2.79	-
Error	1794.3	59	30.4		
Total	1879.1	60			
		Posttest			
TRT	93.5	1	93.5	2.44	-
Error	2261.4	59	38.3		
Total	2354.9	60			

Socialization Profile (SP)

Total Sex-role Stereotyping		Pretest			
Source	SS	df	MS	F	p
TRT	104064.0	1	104064.0	1.58	-
Error	3548438.5	54	65711.8		
Total	3652502.5	55			
		Posttest			
TRT	66352.3	1	66352.3	0.71	-
Error	5062917.5	54	93757.7		
Total	5129269.8	55			

APPENDIX K

Process Observation Data

Appalachia
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March 11, 1977

Mr. Edward B. Murphy, Director
Career and Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, Kentucky 40502

Dear Ed:

As per your request, I am writing this letter to document the findings and insights that Becky Watts and I obtained as part of our formative evaluation activities during our March 8 and 9 visit to Lexington.

Generally speaking, we were very impressed with what we saw, in terms of the dedication of Mrs. Ruhlin, the EBCE staff and students. It was evident that the commitment to EBCE on the part of the students varied greatly as a function of the school in which they were enrolled. Conversation with the total EBCE staff reinforced our perceptions that four EBCE programs existed and not just one. This perception, if accurate, could lead to difficulties in community relations.

Further conversation with the EBCE staff revealed some areas/issues that need to be resolved so that a more efficient and effective program results.

1. A systematic mechanism to permit more continuous assessment of students should be considered. LM's will find this helpful in making their grading system more objective.
2. Students need to be encouraged to play an active role in project negotiation and the assessment process.
3. A few of your LM's are unclear concerning 1) your accountability standards (e.g., with respect to grading) and 2) the flexibility of these accountability standards (e.g., differentiating requirements of 3 hr. vs. 5 hr. students).
4. Writing of LSAF's needs top priority.

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5. The development of community input concerning program planning and potential learning should come about through the LSAF's.
6. Staff should discuss the possibility of forming a Community Advisory Council specifically for EBCE.
7. Community Instructors need to be groomed for their roles.
8. Emphasis needs to be placed on interrelating the academics with career exploration.
9. Student needs for immediate site placement should be a top priority; securing potential sites must be given a very low priority.
10. Staff roles need to be defined -- so each member knows what to expect from other members.
11. Predesigned projects in all areas (e.g., critical thinking, Science) need to be communicated to all LM's so that each LM has the same resources with which to work.
12. Discrepancies between LM's and director as to which objectives are applied to all students or some students need to be alleviated.
13. Staff needs to brainstorm for effective recruitment strategies -- in order to aid those schools which are having trouble with recruitment.
14. LM's and main CRS's need to be sure that all students are receiving an optimal amount of counseling and guidance in order to deal with individual student needs.
15. Any new obtainable forms should be communicated to all four LM's for proper use.
16. CRS's need to spend equal amounts of time at each school, carrying out their defined tasks.

Although no major changes were advocated by students at any of the four schools, there were some concerns expressed by them which may well warrant your attention, clarification, and/or action.

- Program staff had originally promised reimbursement for some students' gasoline/transportation costs, but staff were not now fulfilling that promise.

- Student supplies and reference materials (e.g., dictionaries) were not available in some of the learning centers.
- Some community sites were displaying sex-bias in their acceptance of students. This greatly upset some students, particularly when it was a public (government controlled) facility.
- Reduction of the number of objectives and refinement/clarification of them was requested for competency certification (i.e., determine essential or minimal objectives of each competency and evaluate only those minimal/essential ones.
- Uncertainty about the existence of grades caused uneasiness in some students.
- Inability of some students to be placed immediately at sites where they wanted/needed to go created some dissonance/frustration such as to consider exiting from the program.

In conclusion, it appears that three major issues need to be dealt with immediately:

1. Securing sites which are needed immediately by students must take priority over securing sites which may have a future potential;
2. Development of LSAF's are a must -- preparation of projects/activities which are site related are impossible to do without them; and
3. An emphasis on interrelating career exploration activities and academic requirements should increase.

These conclusions and observations are, of course, presented to you with our knowledge of the certain difficulties that have beset you (e.g., 23 days of snow absences).

I hope that these comments help you to develop a more effective program for the students in Fayette County who are seeking an alternative to the traditional educational programs.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experience-Based Career Education

JES:fjc

cc: Mrs. Frances Ruhlin, Ms. Becky Watts, and Dr. Harold Henderson, Director

Appalachia
Educational
Laboratory

April 25, 1977

Mr. Edward B. Murphy, Director
Career and Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Ed:

This letter is intended to document the insights and perceptions that I obtained during my April 19 and 20 visit to the four EBCE high schools in Lexington.

I was very impressed with what I saw during this visit. It was obvious that substantial progress had been made in terms of site recruitment and related procedural activities. Conversation with the Learning Managers and Project Director and the opportunity to observe a Recruiters meeting confirmed this progress.

There are some major issues or areas of concern that still appear to impact total program implementation procedures and consequently need to be dealt with in order that a successful installation occurs.

1. There is evidence that the Contact Person at some experience sites has selected but never informed or briefed the CIs as to their role. Consequently, students arrive at the sites expecting to do/observe certain tasks. Since the CIs haven't been briefed, they won't permit students to do certain tasks. If LSAF's were completed before Exploration Levels occur (rather than just before a Learning Level occurs) and the CI had a copy of the LSAF, this problem could be alleviated. Utilization of an uninformed community can be disastrous to the program. Some LM's did express a positive stature about the new formatting of the LSAF's.

2. There were several requests for meetings with only LM's present -- several LM's felt that ideas, materials, and procedures could be shared at such meetings.

3. Although the EBCE program operates in four separate buildings (each of which has its own unique characteristics), the perceived impression of some LM's was that they could/should all be exactly the same. Thus standardization became the rule. I believe that the process (which translates into the NWREL model) can be the

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same; individuality can exist as a function of individual student differences and be expressed through the individualized and personalized student projects.

4. Some concern was expressed that the NWREL model was developed with different persons fulfilling individual roles. These individual roles were consolidated into fewer roles for implementation purposes. Thus an LM at an implementation (Part D) site is responsible for tasks whose scope is greater than 1.0 FTE (as defined in the NWREL model).

5. Several staff members expressed concerns about needing time to visit community sites to see what students were doing. The solution to this problem during the period of federal funding may not be a solution once local funding takes over. (The problem seems to be related to the school law that a certified teacher-type must be in the classroom at all times.) One LM felt that a minimum of 1/2 day per week was needed for site visitation.

6. There is still some concern that projects and other materials are not being shared with all LM's.

7. Disagreement exists among LM's as to whether reservation of community sites many weeks in advance should occur. The continuum of opinions ranges from appropriate to "unsound."

8. Decisions need to be made (or reiterated) and LMs informed as to the student admissions policy as it relates to program entrance-exit. Is an EBCE student required to be in the program all year (Periods 1, 2, and 3) or can he/she be in for some combination of the trimesters? (1 only, 2 only, 3 only, 1 and 2, 1 and 3, or 2 and 3).

9. There was some concern that EBCE staff activities be scheduled in conjunction with the regular school schedule.

10. The suggestion was made to set up CI briefing/debriefing meetings where dynamic CIs who have had successes with EBCE and EBCE students be involved. This community/student communications system could help infusion activities. As stated in my March 11, 1977 letter the establishment of a separate EBCE Community Advisory Council could also enhance implementation and communication activities.

11. The use of "See Me" placements should be kept to a minimum. If LSAFs are produced properly, this type of placement can almost be eliminated. LSAFs should not be student-specific (i.e., designed for just one student) but should be site-specific and thus based

on a task analysis of roles within a site which would therefore be usable by all students.

12. Clarification of procedures/responsibilities for site visitation/ maintenance needs to be done (this also relates to point #5 above).

13. Roles and responsibilities of EBCE staff need to be clarified in writing. Are the CRS/PAs responsible to the LMs (who in turn have total responsibility for the students' programs), the reverse, or just what?

14. Intragroup personality conflicts, internal personnel strife, and appropriate management styles need to be investigated. Negative attitudes and behaviors (including defensiveness, non-participation, subversiveness, insubordination) can disrupt the program and diminish its impact and its potential life span.

In summary, while the totality of the implementation activities deserves a very high (positive) rating, an accumulation of small problem areas can lead to a snowballing effect with negative program impact. Such issues should be investigated and resolved. Nonetheless, process objectives associated with program implementation appear to be on or ahead of schedule. Indicators of positive student impact (social/affective domain) can also be seen.

If you have any questions, please do not hesitate to call.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Dr. Harold Henderson
Becky Watts
Fran Ruhlin